United Nations A/65/298

General Assembly

Distr.: General
16 August 2010

Original: English

**Sixty-fifth session**
Item 20 (a) of the provisional agenda*
**Sustainable development: implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the outcomes of the World Summit on Sustainable Development**

# Implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the outcomes of the World Summit on Sustainable Development

## Report of the Secretary-General**

*Summary*

The present report, prepared pursuant to General Assembly resolution 64/236, provides an update on the implementation of Agenda 21 and the Johannesburg Plan of Implementation, together with actions taken by Governments, organizations of the United Nations system and major groups in advancing the implementation of sustainable development goals and targets, including through partnerships for sustainable development. The report also covers progress of the preparations for the United Nations Conference on Sustainable Development.

* A/65/150.

** Late submission of the present report was due to the length of report and gathering of all the contributions from the United Nations system regarding the implementation of Agenda 21 and the outcomes of the World Summit on Sustainable Development. The report is also feeding into the preparatory process for the United Nations Conference on Sustainable Development, which necessitated an unusually thorough review.

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# Contents


| | | Page |
|---|---|---|
| I. | Introduction | 3 |
| II. | Overview | 3 |
| III. | The recent record | 6 |
| IV. | Themes in the current cycle of the Commission on Sustainable Development | 16 |
| V. | Cross-cutting themes | 29 |
| VI. | Progress of the preparations for the United Nations Conference on Sustainable Development | 36 |
| VII. | Conclusions and recommendations | 37 |

# I. Introduction

1. The present report has been prepared pursuant to General Assembly resolution 64/236, in which the Assembly called for the effective implementation of the commitments, programmes and time-bound targets adopted at the World Summit on Sustainable Development and the fulfilment of the provisions relating to the means of implementation in the Johannesburg Plan of Implementation; reiterated that the Commission on Sustainable Development is the high-level body within the United Nations system for addressing sustainable development, especially the integration of actions across its three dimensions; and decided to organize in 2012 the United Nations Conference on Sustainable Development.

2. The report provides an update on progress made on the issues raised in the resolution, with a special emphasis on the cluster of themes addressed by the Commission on Sustainable Development. It also contains a report on the progress in preparations for the United Nations Conference on Sustainable Development.

3. It should be read in conjunction with other reports submitted under the agenda item on sustainable development.

# II. Overview

4. My 2009 report on this theme (A/64/275) had emphasized the broader and multidimensional nature of sustainable development, and that it should not be equated to only one of its constituent dimensions — the so-called three pillars of sustainable development, economic, social, and environmental. Rather, sustainable development is a way of transcending divisions and building bridges, not only between economic, social, and environmental agendas, but equally between developed and developing countries, between Governments, business and civil society, and between the present and future generations.

5. The earlier report had also sketched out the manner in which Governments have sought to put this complex idea into practice. In particular, what the major summits on sustainable development had tried to achieve was not to introduce a novel suite of policies but a novel approach to policymaking and planning, namely the integration of normative goals (economic, social, and environmental), supported by necessary institutional (both organizations and mechanisms to integrate relevant concerns into policymaking), informational (data collection, research, disclosure, and information-sharing), and international (finance, technology, and capacity-building) underpinnings. Finally, the 2009 report had also reviewed the impact of the recent series of crises as well as the innovative concepts that have emerged in response to the crises, especially such concepts as the green economy, the green new deal, and green growth.

6. The present report elaborates further on those issues, assessing progress made in Agenda 21 and the Johannesburg Plan of Implementation. It pays particular attention to the General Assembly's decision, in resolution 64/236, to convene the United Nations Conference on Sustainable Development, with the objective of securing "renewed political commitment for sustainable development, assessing the progress to date and the remaining gaps in the implementation of the outcomes of the major summits on sustainable development, and addressing new and emerging challenges".

7. Several recent studies and policy documents have suggested that political commitment to sustainable development has waned since the high point of the United Nations Conference on Environment and Development, in 1992. While most such observations simply assert this as a fact, some have gone farther and searched for empirical evidence or underlying reasons. The evidence cited most often is on the continued weakness or even decline of institutions charged with integrating relevant agendas, including their level of human and financial resources, legal mandates, quantum and predictability of fiscal allocations. Some mention is also made of the trend towards "re-fragmentation", that is, retreating from the goal of integration and restricting sustainable development to only the environment. Finally, some studies cite opinion polls on the level of priority attached to various issues, but these generally refer to the environment alone rather than to the more complex concept of sustainable development.

8. There are many explanations of why sustainable development has not been able to mobilize political commitment, but one theme is common to almost all of them, namely a perception of a lack of fit or a mismatch with existing arrangements and approaches. Two prominent examples of such a lack of fit correspond rather closely to the two themes selected by the General Assembly for the United Nations Conference on Sustainable Development, namely "green economy in the context of sustainable development and poverty eradication", and "institutional framework for sustainable development" (resolution 64/236, para. 20 (a)).

9. The mismatch between sustainable development and the economic framework that informs the actions of finance ministries or budgetary decisions has been well studied, and many recommendations have been provided for bridging the gap. To cite one knowledgeable authority, Jonathan Porritt, former head of the Sustainable Development Commission of the United Kingdom of Great Britain and Northern Ireland, "You can't do sustainable development properly unless, first and foremost, you do sustainable economic development. The economics drives everything else. Perhaps it shouldn't be that way, but it is. Everything else falls into place, including the full repertoire of 'environmental protection measures', if a country's economy is being driven forward in a genuinely sustainable way". The intuitive appeal of the green economy owes much to this history.

10. Similarly, there are various references to what could be called an institutional mismatch. Expressed simply, sustainable development seeks to work horizontally across administrative departments, ministries and agencies, while traditional decision-making and political authority (control of budgets, number of employees, recognition of achievements) is organized vertically. The result is that while each of the subagendas may have a strong political constituency, there is no constituency for sustainable development. Any achievements go to the greater glory of the champions of the respective pillar, be it environmental or economic or social, but rarely to those of sustainable development. In turn, this can create a vicious cycle and discourage potential supporters and advocates.

11. A third type of mismatch mentioned in the literature is between the needs (especially in developing countries) and essential resources, financial as well as technical, which are mainly in developed countries. Sustainable development implies that all countries view development and poverty eradication as a common global agenda. Sustainable development requires a "development transition" (extending the benefits of modern science and technology to all inhabitants of the

planet), just as much as it needs a resource transition (decoupling human welfare from increased resource use) and the demographic transition.

12. The legacy of global summits on sustainable development is precisely to overcome these mismatches, and not only to bring countries and agendas together but also make "everything else fall into place" by identifying integrated economic policies, by enabling sustainable development to become effective without losing its aspirations for horizontal synergy to the temptation of vertical authority, and by seeking to ensure that global resources are channelled to where they are needed. This, in a nutshell, is the challenge that history has placed in the lap of the current generation; it is also the vision of what we hope the future generation will remember of Rio de Janeiro 2012.

13. Success in this endeavour would be measured not by the beauty of the political statement but by results on the ground, an upward convergence of living standards and a downward convergence of "ecological footprints". Rich countries need to find ways to maintain and enhance the well-being of their citizens through actions that ensure full employment, decent jobs, effective health systems, and expanding opportunities for innovation and creativity. Simple export of polluting and resource-intensive industries is no longer a realistic option. Poor countries still need to overcome poverty, hunger, disease, energy scarcity, and growing environmental stress, and economic growth will continue to be an unsubstitutable ingredient in this quest for the foreseeable future, but again, the conventional option of "grow first, clean up later" is no longer a realistic one.

14. The multiple threats that we have seen in recent years, including the threats to development agendas and the Millennium Development Goals, as well as the emergence of planetary boundaries, highlight the urgency of renewed political commitment and decisive action to bring these dimensions together, to integrate environment, development, and society. These threats warn not only of reversals, but also of potential tipping points, critical thresholds and irreversibilities that undermine solidarity, reduce options, and replace hope with fear — regardless of whether the threats come from climate change, unsustainable technological choices, developmental despair, or from the loss of cultural and biological diversity.[1]

15. To rise to this challenge, the key sectors of world society must come to understand clearly and fully the interconnected nature and the gravity of the situation,[1] and lay the foundation for the new ways of thinking, acting and being that are needed urgently for shaping a future of peace, prosperity, freedom, equity, and sustainability. To that end, the present report is intended to provide a frank assessment of the (heretofore far too modest) progress in the implementation of sustainable development goals.

[1] J. Rockstrom and others, "A safe operating space for humanity", *Nature*, vol. 461, pp. 472-475 (September 2009); Paul Raskin and others, *Great Transition: The Promise and Lure of the Times Ahead*, Great Transition Initiative (Stockholm Environment Institute, Boston, United States of America, 2002).

# III. The recent record

## Poverty eradication and sustainable human development

16. It is fitting that the opening chapters of Agenda 21 address the questions of poverty eradication and population management. Development must be more than just the expansion of income and wealth. Its focus must be people.[2] A sustainable world cannot be imagined without at least three characteristics: it is a world without poverty, it is a world in which the population is not growing, and it is a world in which we do not increase the net pressure on natural resources.

17. However, the developments since the adoption of Agenda 21 have driven home at least one message clearly, forcefully, and with increasing intensity: time is not in infinite supply. The world does not have an infinite amount of time to achieve the intertwined goals set by Agenda 21. Time is not in infinite supply.

18. The Millennium Summit had recognized this challenge, and sought to speed up the eradication of poverty. Indeed, partly as a result, steady inroads have been made on this goal over the past decade, although the series of crises in 2008-2009 provided a serious setback.[3] Still, developing countries as a whole remain on track to achieve the Millennium Development Goal poverty target by 2015.[4] Yet, it is sobering to be reminded that this will still leave nearly a billion persons under the international poverty line ($1.25 a day), and over 2 billion people under $2.00 a day.[3]

19. Furthermore, the global and regional poverty averages disguise large differences and deep inequalities. Since 2000, some 49 countries have attained the rate of poverty reduction needed to cut 1990 poverty rates by half and achieve the Millennium Development Goal target, 38 remain off track and are unlikely to reach the target, and there is insufficient data on 57 countries (22 of which are in sub-Saharan Africa) to assess progress.[5] The regions where poverty rates remain high are sub-Saharan Africa and South Asia, while the sharpest reductions in poverty continue to be recorded in Eastern Asia. Measured at the $1.25-a-day poverty line, poverty rates there are expected to fall from 51 per cent in 1990 to 24 per cent in 2015, and the number of people living in extreme poverty will likely decrease by 188 million.

20. Going beyond income poverty, progress has been achieved in several areas, but significant blind spots continue to exist, such as reducing childhood undernutrition

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[2] United Nations Development Programme, *Human Development Report 1990* (New York, UNDP, and Oxford, Oxford University Press, 1990).

[3] United Nations, *The Millennium Development Goals Report 2010*, New York, 2010.

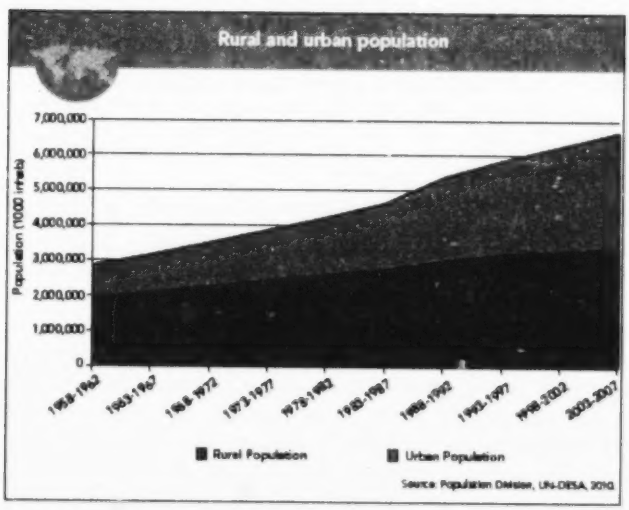
[4] Apart from those developing countries (see para. 19 below) for which there was insufficient survey data to measure progress since 1990.

[5] World Bank, World Development Indicators 2010 (Washington, D.C., 2010).

(with serious implications for future development), maternal mortality,[6] and enrolment of females in school (especially in South Asia and sub-Saharan Africa).[7]

21. A second dimension of sustainable human development is access to services, which is also related to the level of urbanization. The world's urban population now exceeds the world's rural population (see figure I). Cities are an opportunity to use resources, including land, more efficiently while improving human well-being, but they also place pressures on urban governance and planning,[8] especially to protect the welfare of poor urban inhabitants. Although 22 million people in developing countries moved out of slums each year between 2000 and 2010, largely as the result of slum upgrading, the total volume of slum population has continued to increase, from 776.7 million in 2000 to some 827.6 million in 2010.[8] The pressures will only increase in the future, as 80 per cent of the net increases in urban population between 2009 and 2030 will be in developing countries.

Figure I
**Rural and urban population, 1958-2007**




*Source*: UN-Habitat, *The State of the World's Cities 2010/2011: Bridging the Urban Divide*, 2010.

22. This also brings back the question of overall population growth. While projections of future population growth have steadily moved downwards, population is still growing, and most of the 2.3 billion people who will be added to the size of the global population will be in developing countries. Whereas the population of

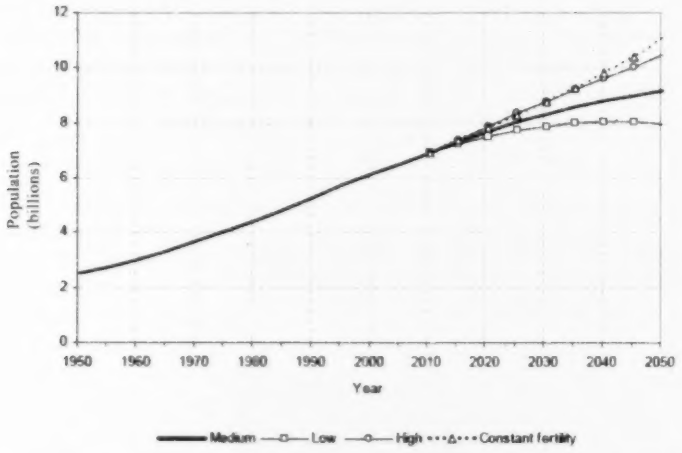
[6] Annually, 0.35 million to 0.5 million women die from pregnancy-related causes, almost all in developing countries and 15 million to 20 million suffer from maternal morbidity. See Women Deliver, "Focus on 5: women's health and the MDGs", available at http://www.unfpa.org/webdav/site/global/shared/documents/publications/2009/Focus-on-5.pdf.

[7] Ibid. Enrolment in primary education has risen to 89 per cent in the developing world. But the pace of progress is still not sufficient to ensure that all girls and boys complete a full course of primary schooling.

[8] United Nations Human Settlements Programme (UN-Habitat), *The State of the World's Cities 2010/2011: Bridging the Urban Divide* (UN-Habitat, 2010).

developing countries is projected to rise from 5.6 billion to 7.9 billion between 2009 and 2050, that of the more developed regions will change only minimally from 1.23 billion to 1.28 billion (including 130 million net migration from developing countries).[8]

Figure II
**Population of the world, 1950-2050, according to different projections and variants**

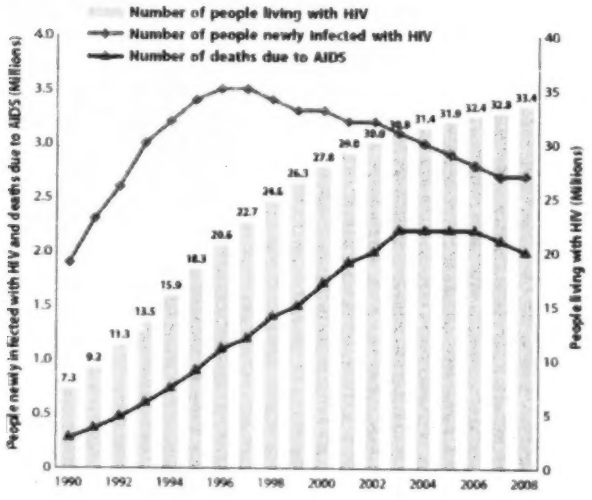



*Source*: Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, *World Population Prospects: The 2008 Revision* (United Nations, 2009).

23. A third dimension of sustainable human development is health. Again, some progress has taken place, in large part because of the Millennium Development Goals campaign, in the control of HIV, malaria, and tuberculosis. Globally, the spread of HIV infection and number of deaths have peaked, in 1996 and 2004 respectively, although HIV still remains the world's leading infectious killer. By 2008, the number of new infections had declined from 3.5 million to 2.7 million, and AIDS-related mortality from 2.2 million to 2 million. Sub-Saharan Africa remains the most heavily affected region, accounting for 72 per cent of all new HIV infections in 2008[3] (see figure III).

Figure III

**Number of people living with HIV, number of people newly infected with HIV and number of AIDS deaths worldwide, 1990-2008**




*Source*: *Millennium Development Goals Report 2010*.

24. Major increases in funding and attention to malaria have accelerated the delivery of critical interventions, but half of the world's population is still at risk of malaria, and an estimated 243 million cases led to 863,000 deaths in 2008, the vast majority (89 per cent) in Africa.[3]

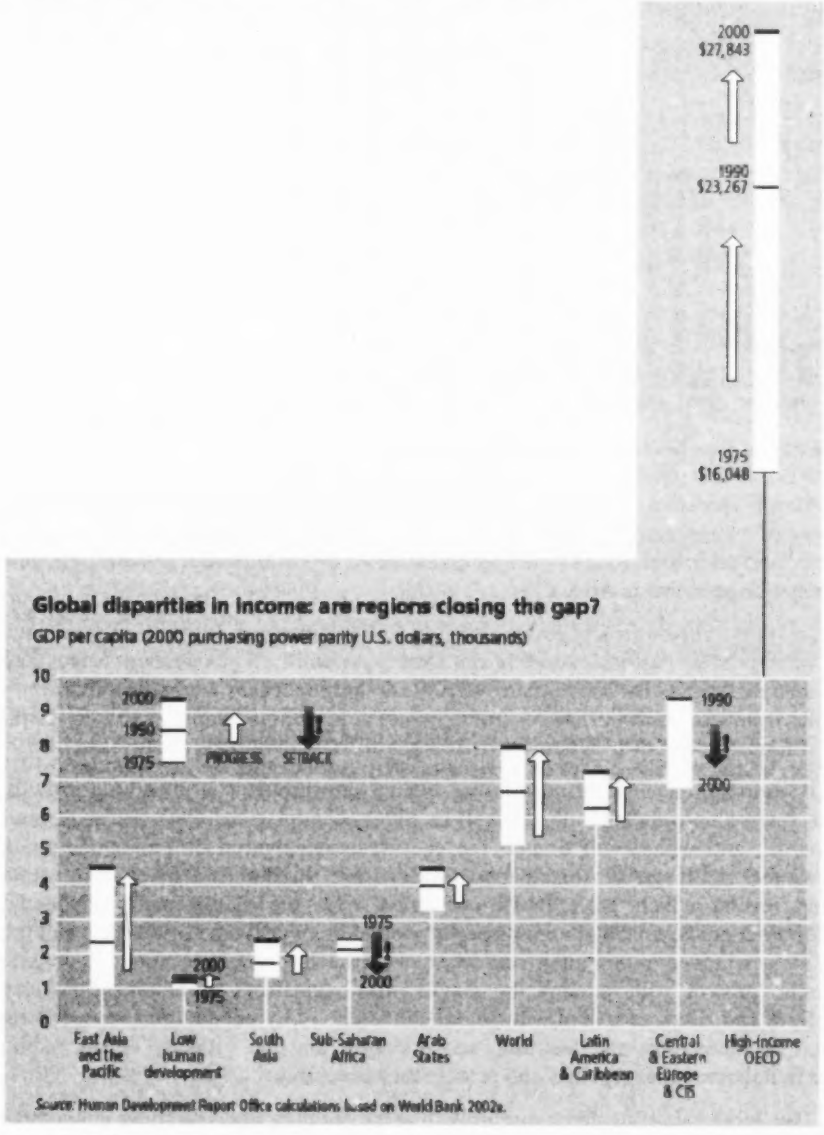
25. In 2008, tuberculosis prevalence fell to 11 million cases. Prevalence rates have been falling in all regions except in the Commonwealth of Independent States and sub-Saharan Africa. In 2007, there were 13.7 million cases globally, down only slightly from the 13.9 million in 2006, when 1.3 million people died.[5] In 2008, 1.8 million people, half of whom were living with HIV, died from the disease.[3]

26. A fourth dimension of sustainable human development is economic growth, whose impact on policymaking as well as other societal goals exceeds far beyond economics, and which will remain the central preoccupation of policymaking as well as the challenge of sustainable development. In the first place, per capita income levels, which are closely correlated with the achievement of human development goals, reveal a huge disparity around the world (see figure IV), and the gaps have widened rather than narrowed over the last three decades. Aggregate economic growth still remains the single most significant predictor of poverty reduction, and a key contributor to social solidarity — by encouraging cooperation as well as innovation and learning, and strengthening the capacity of the public sector to deliver social services and protect the vulnerable.

27. The acceleration of economic growth in developing and emerging economies since the mid-1990s, especially in several populous developing countries, has been a source of optimism. However, the series of shocks in 2008 and 2009 reversed the positive trends (see figure IV), and led to adverse impacts on the achievement of the Millennium Development Goals. Also, it needs to be recognized that even the earlier

pattern is far from universal, and least developed countries, especially in Sub-Saharan Africa, and landlocked countries and small island developing States have lagged behind other regions.

Figure IV
**Global disparities in income: are regions closing the gap?**

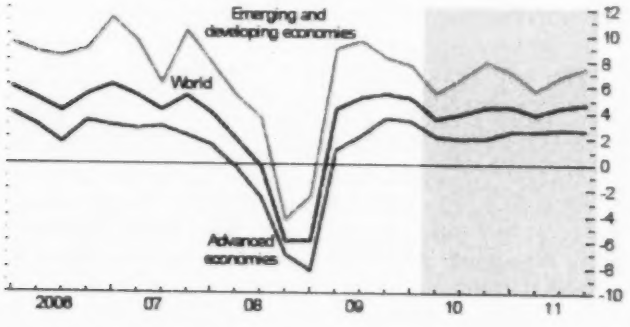



*Source*: UNDP, *Human Development Report* 2002: *Deepening democracy in a fragmented world* (New York and Oxford, Oxford University Press, 2002).

28. Still, the challenge remains a daunting one. Income levels of the poorest nations will need to increase twenty-fold and of the middle income nations five-fold to reach adequate levels of human development. Even at the very promising growth rates achieved in the previous two decades, this will take some time. And the warning from a broad range of respected natural and social scientists is that time is not in infinite supply, that human activities are already beginning to strain the fabric of nature, and that several planetary boundaries, including but not only climate change, are in danger of being crossed.[9]

29. The point is not whether these predictions are accurate; it is rather that they challenge policymakers to think of options in a world where the inevitability of growth can no longer be taken for granted. Clearly, they pose an extensive range of questions, including whether and how consumption levels at the higher end could be nudged down, not only to relieve the pressure on the environment but also to vacate a space for poor countries to achieve their developmental goals, whether such reductions could be done in a way as not to reduce the welfare of the rich as well as the poor in a globally intertwined world. This is a challenge from which we cannot turn our eyes, whether we are policymakers, planners, opinion leaders, visionaries, business executives, civil society activists, or political leaders. The time to achieve sustainable development may be running out on us. Time is not in infinite supply.

Figure V
**Global growth of gross domestic product**




*Source*: International Monetary Fund, World Economic Outlook Update, available at http://www.imf.org/external/pubs/ft/weo/2010/update/02/index.htm.

[9] For example, see J. Rockstrom and others, 2009, footnote 1 above; and A. Simms, V. Johnson, and P. Chowla, *Growth Isn't Possible: Why we need a new economic direction* (NEF, 2010); Tim Jackson, *Prosperity Without Growth? The Transition to a Sustainable Economy* (United Kingdom, 2009); Peter Victor, *Managing Without Growth: Slower by Design, Not Disaster* (Edward Elgar, United Kingdom, 2008); James Gustave Speth, *The Bridge at the End of the World: Capitalism, the Environment and Crossing from Crisis to Sustainability* (New Haven, Yale University Press, 2009); Bill McKibben, *Deep Economy: The Wealth of Communities and the Durable Future* (New York, Henry Holt, 2007).

## Conservation and management of natural resources for development

30. The above-mentioned debate on growth has been triggered essentially by growing evidence of the unsustainable pressure being placed by human activities on natural resources. The Nobel Laureate Paul Crutzen has dubbed the present era as the Anthropocene Age, in order to note that the entire world, including the natural world, is shaped decisively by human activities.

31. Over the past 50 years, humans have changed ecosystems more rapidly and extensively than in any comparable period of time in human history, largely to meet rapidly growing demands for food, fresh water, timber, fibre, and fuel. This has resulted in a substantial and largely irreversible loss in the diversity of life on Earth. Admittedly, some of these changes have contributed to substantial net gains in human well-being and economic development, but the balance is rapidly tilting in the opposite direction. The gains were achieved at the cost of the degradation of many ecosystem services, increased risks of non-linear changes, and indeed the exacerbation of poverty for some groups of people. Unless addressed, the benefits and even the possibility of survival of future generations will be seriously eroded. Already, there is a noticeable increase in the impact of natural disasters associated with or exacerbated by environmental degradation. Floods and droughts affect 270 million people and kill over 100,000 every year. Degraded and polluted ecosystems are a key contributory factor in the lack of access to safe water by over 900 million people. In some scenarios, the loss of ecosystem services is projected to result in a loss of up to a quarter of the world's food production by 2050, exacerbating hunger in many regions.[10]

32. While this is a challenge for the entire human species, it has particular importance for developing countries. In the first place, for many developing countries, natural resource management is still the single most important aspect of the lives, livelihoods, economies and strategies for survival. Poor and marginalized people are usually directly dependent upon environmental services, and the steady degradation of the natural resource base impacts their lives and livelihoods disproportionately. Secondly, developing countries have more limited financial, technological, and institutional resources to cope with the adverse impacts of environmental change. Thirdly, the emergence of planetary boundaries and its implications for economic growth, including growth in material use, poses a critical challenge to the current as well as future welfare of developing countries.

33. The Founex Report, released in 1971 by a high-level expert meeting in preparation for the United Nations Conference on the Human Environment, distinguished between different types of environmental challenges faced by developing countries, including those that are caused by underdevelopment (e.g., lack of access to clean water or sanitation), local environmental problems caused by the process of economic development (e.g., air pollution, land degradation), and global environmental problems. The Founex Report advocated a strategy that would accelerate the development process to ameliorate the first set of problems, and provide developing countries with the policy tools to address the

[10] United Nations Environment Programme, *Dead Planet, Living Planet: Biodiversity and Ecosystem Restoration for Sustainable Development. A Rapid Response Assessment*, C. Nellemann, E. Corcoran (eds.) (United Nations publication, Sales No. E.10.III.D.9).

second set. Finally, developing countries would need assistance to cover the additional costs of any actions needed to remedy the global environmental problems.

34. The Millennium Development Goals, in particular the targets for clean water and sanitation, can be viewed as an attempt to address the environmental problems of the first type. It is urgent to sustain the momentum in this regard and ensure that the relevant targets are achieved. At the other end of the spectrum, considerable international attention has focused on global environmental problems, including ozone-layer depletion, climate change, ocean acidification, loss of biodiversity, and deforestation. Some key issues in this regard are raised in section V on cross-cutting issues.

35. A number of strategies and tools have emerged to enable countries to address the second set of challenges, including those pertaining to air pollution, waste management, transport, mining, chemicals management, land use and others. As can be seen, some of these are identical to the current themes of the Commission on Sustainable Development, and will be covered in section IV.

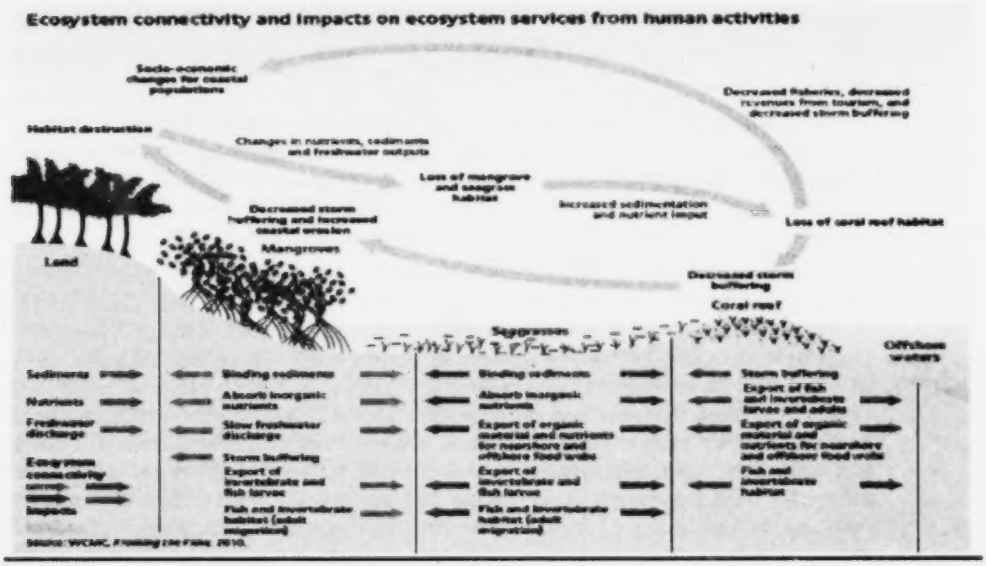
36. The urgency of ecological restoration of degraded ecosystems is getting increasing recognition as more and more systems suffer degradation. Some studies indicate that this is an economically viable investment. Well-planned, appropriate restoration, compared to loss of ecosystem services, may provide benefit/cost ratios of 3 to 75 on investment and internal rates of return of 7 to 79 per cent. Depending on the ecosystem restored and its economic context, many cases would constitute profitable public investments, in terms of economic values, jobs generated directly and indirectly, and improved environment and health.[10] Challenges of disaster mitigation and prevention from floods and storms are most effectively met by reducing deforestation of catchments, restoring wetlands, mangroves and coral reefs.[10] Similarly, water and wastewater management in rural areas can best be met by restoring ecosystem catchments, riparian zones and wetlands. Restoration of wetlands to help filter certain types of wastewater can be a highly viable solution to wastewater management challenges. Forested wetlands treat more wastewater per unit of energy and have a benefit/cost ratio of 6 to 22 times higher than that of traditional sand filtration in treatment plants.[10]

37. However, there are a number of challenges to enhancing biodiversity conservation and protecting ecosystem services. A major one is devising systems of incentives to reinforce conservation and sound stewardship. Benefit-sharing arrangements of natural resources can contribute by validating and protecting traditional and indigenous knowledge. The World Intellectual Property Organization Intergovernmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore has established a database (http://www.wipo.int/tk/en/databases/contracts/index.html) that provides illustrative examples of the approaches actually taken when reaching mutually agreed terms concerning access and benefit-sharing. The Intergovernmental Committee has also worked on broad principles and draft materials on guidelines for intellectual property aspects of equitable benefit-sharing arrangements, in line with the encouragement of the Conference of the Parties to the Convention on Biological Diversity.

38. Still, effective conservation, including through designated protected areas, is the cheapest and most effective option. However, protected areas cover only 13 per cent, 6 per cent and 1 per cent of the planet's land, coastal and ocean area,

respectively. Of the remaining 80 to 90 per cent of the planet, almost one third of the world's ecosystems are already directly converted for human activities such as for agriculture and cities, and another one third have been degraded to some extent[10] (see Figure VI).

Figure VI
**Ecosystem connectivity and impacts on ecosystem services from human activities**




*Source*: UNEP, *Dead Planet, Living Planet — Biodiversity and Ecosystem Restoration for Sustainable Development. A Rapid Response Assessment*, 2010.

39. A direct implication of ecosystems degradation is food security, which depends on sound natural resource management. The Comprehensive Framework for Action on Food Security emphasized the two-track approach, namely to ameliorate immediate stress as well as promote longer-term measures leading to sustainable food production. The World Food Programme has put programmes in place to help to increase food security and protect livelihoods through activities in agriculture, natural resource management, water conservation and harvesting, forestry, infrastructure and capacity-building.

40. For sustainable food production to become a reality, concerted action is required from the farm level, to science and technology, and at the policy level. The Food and Agriculture Organization of the United Nations (FAO), in cooperation with a broad range of partners, is working to facilitate the adoption of sustainable crop production intensification policies globally through encouraging dialogue between the agriculture and environment sectors, and between the public, private and civil society sectors, and by harmonizing and further improving adaptation of existing international instruments, conventions, and treaties relevant to production intensification. The new strategic framework of FAO, adopted in 2009, includes Strategic Objective A on sustainable intensification of crop production, while in

2010 a strategy for sustainable crop production intensification through an ecosystem approach and an enabling environment was supported by member countries.

41. At the same time, the challenges of land degradation, erosion, overgrazing and loss of soil fertility, pollination and natural pest control can be met through more sustainable land use practices and restoration. Infestations of exotic species can, in many cases, be addressed by restoration, including by re-establishing more organic-based farming systems. Organic farming systems have been estimated to provide at least 25 per cent higher ecosystems services than conventional systems.

42. Air pollution is an enormous and growing challenge causing health problems, especially for the most vulnerable, as well as ozone depletion and climate change. In recent years, it has been increasingly recognized that air pollution and climate change are linked in several ways, and that they could be beneficially addressed by integrated policies yielding the co-benefits of improved local air quality and reduced greenhouse gas emissions. At the same time, the scientific understanding is still evolving of how changes in various pollutants in the atmosphere may contribute (positively or negatively) to global warming.

43. Turning to global environmental challenges, the United Nations Industrial Development Organization (UNIDO) Montreal Protocol programme has contributed to the phase-out of consumption and production of most ozone-depleting substances. Many such substances (e.g., the chlorofluorocarbons (CFCs)) are potent greenhouse gases, and their phase-out has also significantly reduced carbon dioxide ($CO_2$) equivalent emissions released into the atmosphere, both directly, through the replacement of CFCs, and indirectly, through the energy savings gained through the adoption of newer, more energy-efficient technologies by industry. The total net climate impact of all of the UNIDO Montreal Protocol projects is estimated to be a reduction of around 359 million tons of $CO_2$ equivalent.

44. Climate change mitigation and carbon sequestration can partially be met through conservation and restoration of carbon sinks such as forests, more sustainable agriculture and marine ecosystems. The proposed Reducing Emissions from Deforestation and Forest Degradation (REDD+) could lead to an estimated halving of deforestation rates by 2030, cutting emissions by 1.5-2.7 gigatons of $CO_2$ per year at a cost of $17.2 billion to $33 billion per year, which is dwarfed in comparison with estimated long-term benefits of $3.7 trillion in present value terms.[10]

45. The Global Environment Facility (GEF) Trust Fund has provided funding of approximately $2.7 billion for the climate change focal area since its inception.[11] GEF has mobilized voluntary contributions of $224 million for the Least Developed Countries Fund and has received $169 million of this money.[12] GEF has mobilized voluntary contributions of $147 million for the Special Climate Change Fund, of which $110 million has been received.[13] Additionally, as of June 2010, available resources in the Adaptation Fund Trust Fund amounted to $145 million. It approved four project concepts with a total proposed value of $21.8 million. Sales of certified emission reductions (CER) under the Clean Development Mechanism have generated revenues equivalent to $85.26 million since the start of the CER

[11] As of June 2009. Global Environment Facility Evaluation Office, *Fourth Overall Performance Study of the GEF: Progress Towards Impact OPS4, Executive Version* (GEF/A.4/4), March 2010.

[12] As of June 2010.

[13] As of February 2010.

monetization programme in May 2009. Estimates of potential resources for the Adaptation Fund from CER sales up to the end of 2012 range from approximately $297 million to $438 million.

# IV. Themes in the current cycle of the Commission on Sustainable Development

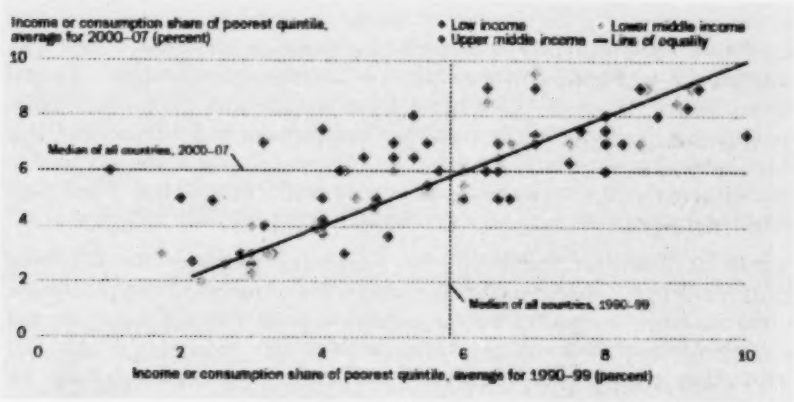
46. As mentioned, the current thematic cycle of the Commission on Sustainable Development addresses many issues in local environmental damages. These include chemicals management, mining, transport, waste management, and sustainable consumption and production. The aim of the policy development until now is to provide countries with tools and resources to ensure that increases in human welfare do not come at the cost of long-term and irreversible damage to environmental resources.

## Promoting sustainable patterns of consumption and production

47. Sustainable consumption and production is about doing more and better with less: delivering more and better services to consumers (with the same or fewer goods) while using less material resources and putting less pressure on the environment and ecosystems. In short, it is about delinking economic and social well-being from resource use and pollution.

48. A fundamental challenge is that the aggregate growth of material consumption has been one of the most significant contributors to enhancing the consumption of the poorest. The poorest 20 per cent of the population accounts for just 6 per cent of total income or consumption. Since 1990 that share has increased most in low-income countries and has tended to shrink in upper-middle-income countries (see figure VII). In other words, it may be necessary, on the one hand, to identify ways for wealthy consumers to reduce their material footprint; it is also equally urgent to ensure that the necessary increase in consumption of the poor is delinked from this trend. To that end, there is a need for greater education and awareness, sound economic policies and incentives, sound planning and management, and sound design or redesign of production processes, sustainable patterns of resource use, with reduced material intensity, pollution and waste. Developed-country enterprises can chart the way forward, supporting their suppliers and partners around the world with technology and know-how.

Figure VII
**Income or consumption share of poorest quintile, averages for 1990-1999 and 2000-2007**




*Source*: World Bank, *World Development Indicators 2010*.

49. The United Nations Decade of Education for Sustainable Development (2005-2014), adopted in 2002 by the General Assembly, aims to promote sustainable skills and behaviour, inspired by creative and critical ways of thinking, in order to encourage the resolution and management of problems that stand in the way of sustainable development. A midterm review[14] of the Decade points to the need to reorient curricula and teaching materials towards more holistic, cross-disciplinary approaches, to reorient teaching methods from an emphasis on transfer of knowledge to more active cultivation of students as change agents in their communities, as well as the need to build capacities of teachers to employ these new teaching methods.

**Developing a 10-year framework of programmes**

50. The World Summit on Sustainable Development in 2002 called upon Member States and civil society to: "Encourage and promote the development of a 10-year framework of programmes in support of regional and national initiatives to accelerate the shift towards sustainable consumption and production".[15] The theme of a 10-year framework of programmes is on the agenda of the nineteenth session of the Commission on Sustainable Development. The broad objective is to support, broaden, scale up, synergize, and expand the activities that take us towards sustainable patterns of consumption and production.[16]

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[14] United Nations Educational, Scientific and Cultural Organization, *United Nations Decade of Education for Sustainable Development (DESD, 2005-2014): Review of Contexts and Structures for Education for Sustainable Development 2009* (Paris, 2009).

[15] *Report of the World Summit on Sustainable Development, Johannesburg, South Africa, 26 August-4 September 2002* (United Nations publication, Sales No. E.03.II.A.1 and corrigendum), chap. I, resolution 2, annex, Plan of Implementation of the World Summit on Sustainable Development ("Johannesburg Plan of Implementation"), para. 15.

[16] Report of the Secretary-General entitled "Review of implementation of Agenda 21 and the Johannesburg Plan of Implementation: a 10-year framework of programmes on sustainable consumption and production patterns" (E/CN.17/2010/8).

51. In order to support the development of the framework of programmes, the Department of Economic and Social Affairs and UNEP, with the collaboration of several Member States, and with the active involvement of major groups and other stakeholders, launched the Marrakech Process, a series of multi-stakeholder initiatives organized in the form of task forces, to identify examples of best practices, policies, analytical tools, institutions, partnerships, and projects, and thus develop and expand networks and communities of practice at the national, regional (e.g., African Round Table on Sustainable Consumption and Production, Latin American Regional Council on Sustainable Consumption and Production) and international levels. The themes of the seven task forces are: education, sustainable tourism, sustainable public procurement, sustainable products, sustainable buildings and construction, cooperation with Africa and sustainable lifestyles.

52. It would be important that a 10-year framework addresses the following sustainability challenges: institutionalizing sustainable consumption and production concerns into education systems as well as systems of local, national, corporate and international governance; identifying priority actions and initiatives at different levels; supporting peer-to-peer learning; mobilizing support for scaling up successful initiatives and programmes; encouraging economic and financial policies and public and private investments which promote sustainability; and providing an enabling environment for and supporting research, innovation and development in critical areas[16] with the same guiding objectives as in Johannesburg, namely ensure that the living standards of the poor are progressively raised even as consumption choices of the rich become less resource-intensive and environmentally damaging; decouple economic growth from environmental degradation in relative and wherever possible absolute terms, consistent with poverty eradication and universal human development; stimulate demand for and supply of sustainable products and services; promote more sustainable and low-carbon consumption choices and lifestyles; enhance social development through investment in people and communities, e.g., in a Global Green New Deal.[16]

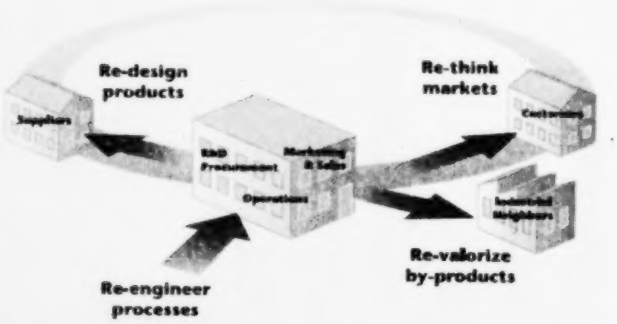
53. A 10-year framework of programmes could, at a minimum, provide a way of organizing and sharing knowledge and information and of continually updating the knowledge base with new lessons generated from experience on the ground. Beyond consolidating tools into ready-at-hand toolkits, the programme could also usefully provide a platform for training government policymakers and other stakeholders in the use of the relevant tools. The programme could help decision makers to select and apply the proper mix of programmes and policies to address obstacles and barriers specific to countries, sectors and segments of society. The programme could usefully provide a vehicle to help to match actions at all levels with technical support and financial resources.[16]

54. Among the initiatives that have contributed to the shift to sustainable patterns of consumption and production, mention must be made of eco-efficiency, corporate responsibility, sustainable procurement, and disclosure.

55. As defined by the World Business Council for Sustainable Development, eco-efficiency is achieved by the delivery of competitively-priced goods and services that satisfy human needs and bring quality of life, while progressively reducing ecological impacts and resource intensity throughout the life cycle to a

level at least in line with the Earth's estimated carrying capacity.[17] Eco-efficiency has moved from being only concerned with resource savings or abating pollution to becoming a driver for innovation and competitiveness. Eco-efficiency can be encouraged through a choice of industrial policy, but companies can also take the initiative to re-engineer their processes (see figure VIII), in order to reduce resource consumption, pollution, and risk, as well as costs. They can revalorize their by-products by aiming for zero-waste targets, leading resource efficiency as well as cash benefit. Finally, they can redesign their products in order to meet the needs of their customers in a less material- and energy-intensive way.[17]

Figure VIII
**Navigating eco-efficient opportunities**




*Source*: World Business Council for Sustainable Development, *Eco-efficiency: creating more value with less impact*, 2000.

56. Sustainable procurement seeks to integrate requirements, specifications and criteria that are compatible with and favour protection of the environment and in some cases social progress.[18] Adoption of sustainable procurement policies by Governments and large organizations can help to stimulate demand, strengthen market conditions, and enable sustainable practices to overcome initial cost disadvantages.

57. The main instruments to promote sustainable procurement policies are raising awareness, supplying information and training (product criteria, manuals), developing codes of conduct and reporting initiatives (such as the Global Reporting Initiative and the Global Compact), and sharing knowledge and experience, for example, through the Global Ecolabelling Network. Activities include greening the specification of products and services; working with suppliers to reduce packaging and waste; buying from local suppliers to reduce carbon emissions and support local economies; ensuring that suppliers have good health and safety records; avoiding buying from suppliers that use child labour; ensuring suppliers have environmental

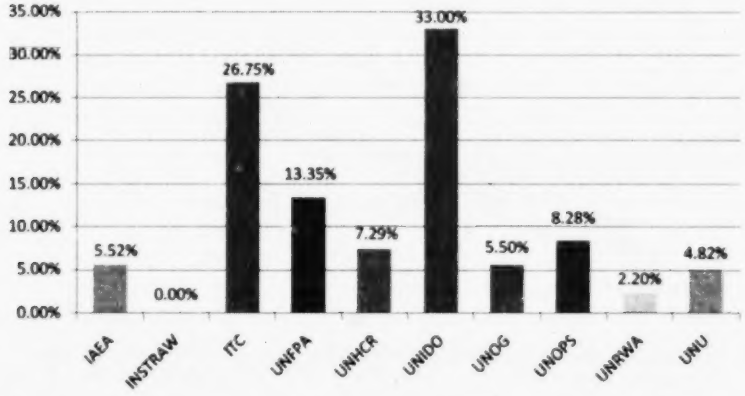
[17] World Business Council for Sustainable Development, *Eco-efficiency: creating more value with less impact* (New York, 2000).

[18] United Nations Global Marketplace website, http://ungm.org/SustainableProcurement/why.aspx.

management systems; buying from minority-owned businesses; and considering ethical issues in the supply chain.[19]

58. In the case of United Nations procurement, beginning with the 2008 Statistical Report on Procurement, sustainability reporting system has been introduced in order to show the degree of United Nations commitment to achieving climate neutrality and overall environmental sustainability. In this regard, all United Nations agencies are encouraged to use suppliers from the reporting organizations in the Global Compact initiative and procurement statistics on contracts of US$ 30,000 or more have been cross-referenced with the list of Global Compact participants[20] (see figure IX).

Figure IX
**Percentage of expenditure with Global Compact suppliers**




*Source*: 2008 Annual Statistical Report on United Nations Procurement.

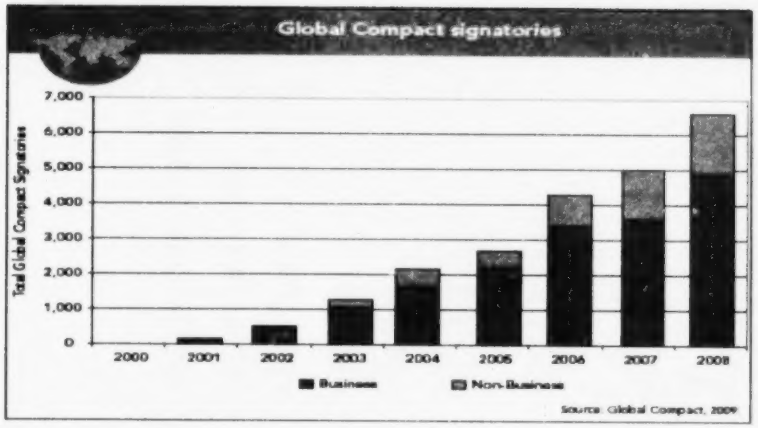
59. Corporate environmental and social responsibility has become a higher profile management concern in recent years in many countries. One indicator is the membership in the Global Compact, which exceeds 6,000, including 5,300 active business participants from more than 135 countries[21] (see figure X).

[19] United Nations Office for Project Services, *2008 Annual Statistical Report on United Nations Procurement, Sustainable Procurement Supplement* (New York, 2009).

[20] Environmentally and Socially Responsible Procurement Working Group, http://www.sustainableprocurement.net/home3.html.

[21] Department of Economic and Social Affairs, *Trends in Sustainable Development: Towards sustainable consumption and production* (United Nations publication, Sales No. 10.II.A.2).

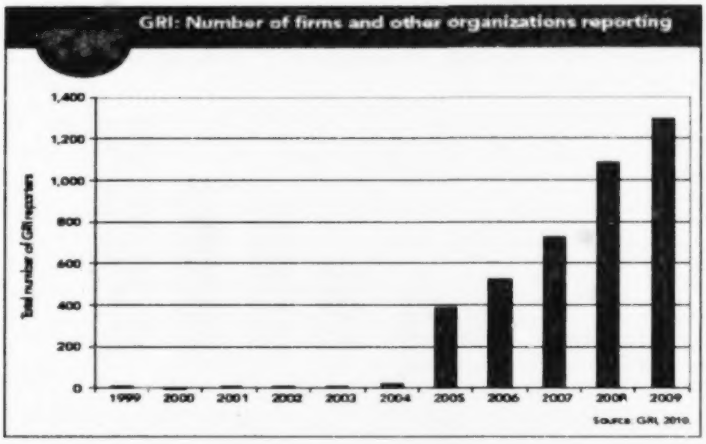
Figure X
**Global Compact signatories**




*Source*: Department of Economic and Social Affairs, *Trends in Sustainable Development: Towards sustainable consumption and production*, 2010.

60. Disclosure refers the provision of information on performance. A number of initiatives have sought to promote this, the foremost being the Global Reporting Initiative (GRI), the Carbon Disclosure Project, and the International Organization for Standardization (ISO). All these are voluntary initiatives that stress adherence to common principles of corporate conduct, including regular reporting, information disclosure, or international certification. The aim of GRI is to make disclosure of performances as commonplace and as important to organizational success as financial reporting. As of 2009, GRI counted over 1,200 organizations worldwide, many private corporations, that issued sustainability reports based on its GRI Sustainability Reporting (G3) Guidelines — an increase of 46 per cent over 2007[21] (see figure XI).

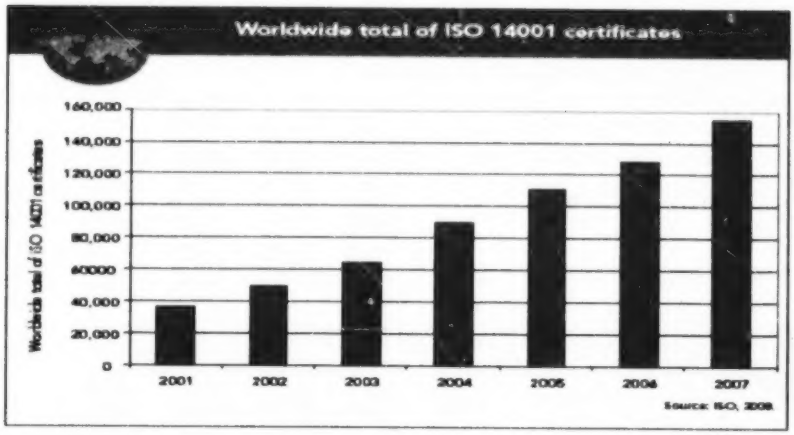
Figure XI
**GRI: Number of firms and organizations reporting**




*Source*: Department of Economic and Social Affairs, *Trends in Sustainable Development: Towards sustainable consumption and production*, 2010.

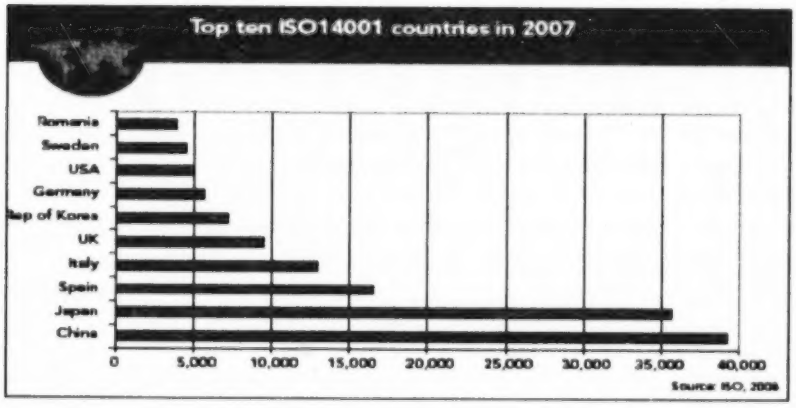
61. The International Organization for Standardization provides a widely recognized set of standards for products and processes, including the ISO 14000 series on the certification of corporate environmental management systems, and the newly launched ISO 26000 series on corporate social responsibility. These certifications signal potential customers or partners that a company meets certain standards, for example, with respect to internal controls on materials use, energy use, pollution and waste, and that it is committed to continuous improvement. The number of enterprises certified to ISO 14001 has been rising steadily, from under 40,000 in 2001 to almost 160,000 in 2007. It is a particularly well-utilized practice for exporters to obtain ISO 14001 certification as a means of informing consumers in their export markets of their environmental performance. This is one reason for the large weight of China and Japan in the total number of certificates issued[21] (see figures XII and XIII).

Figure XII
**Worldwide total of ISO 14001 certificates**




*Source*: Department of Economic and Social Affairs, *Trends in Sustainable Development: Towards sustainable consumption and production*, 2010.

Figure XIII
**Top ten ISO 14001 countries in 2007**




*Source*: Department of Economic and Social Affairs, *Trends in Sustainable Development: Towards sustainable consumption and production*, 2010.

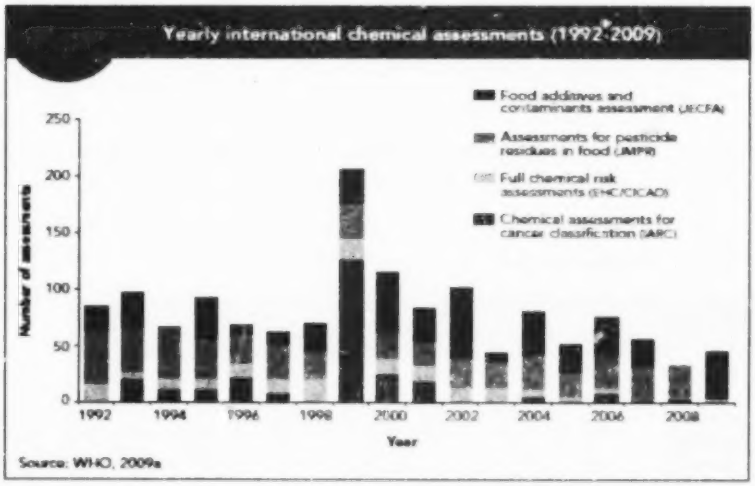
**Environmentally sound management of toxic chemicals**

62. For toxic chemicals, hazardous wastes, solid wastes, sewage-related issues and radioactive wastes, emphasis has shifted from remedial measures to prevention. Still, much needs to be done in reduction at source, reuse, recycling and recovery.

63. Chemicals have played a significant role in fostering economic growth, improving standards of living and protecting public health. At the same time, if not managed soundly, they can pose significant dangers for the environment and society.

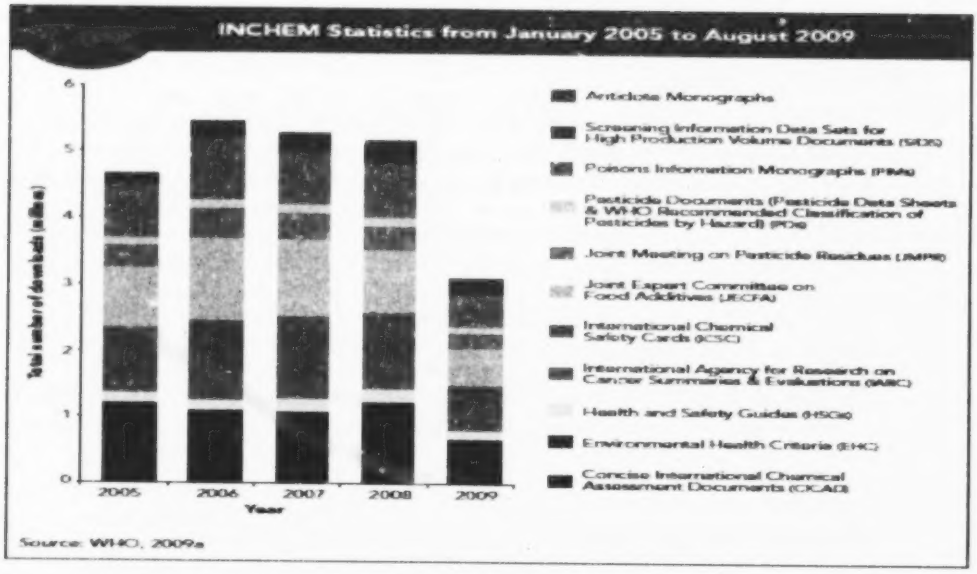
There are a number of different tools that provide ways for sound management of chemicals. Thus, chemicals assessments provide a consensus scientific description of the risks of chemical exposures, which are then published in assessment reports and other related documents so that Governments, international and national organizations and other stakeholders can use them as the basis for taking preventive actions against adverse health and environmental impacts (see figure XIV). The International Programme on Chemical Safety database INCHEM offers electronic access to thousands of searchable full-text documents on chemical risks and the sound management of chemicals, thus helping countries to fulfil their international obligations in this area (see figure XV).

Figure XIV
**Yearly international chemical assessments (1992-2009)**




*Source*: Department of Economic and Social Affairs, *Trends in Sustainable Development: Chemicals, mining, transport and waste management*, 2010.

Figure XV
**INCHEM statistics from January 2005 to August 2009**




*Source*: Department of Economic and Social Affairs, *Trends in Sustainable Development: Chemicals, mining, transport and waste management*, 2010.

64. The focus provided by Agenda 21 on the sound management of chemicals led to a number of developments which culminated in 2006 with the adoption of the Dubai Declaration on International Chemicals Management and the formal establishment of the Strategic Approach to International Chemicals Management, which secures high-level political commitment to sound chemicals management as well as a dedicated source of funding for early actions to strengthen sound chemicals management, notably in developing countries.

65. The lack of adequate financial resources, including for the funding of activities concerning the remediation of contaminated sites, is still a major obstacle to integrate fully the objectives of sound management of chemicals into national budgets and development cooperation. The lack of prioritization of sound management of chemicals, which continues to be perceived principally as an environmental issue without regard to broader implications for sustainable development, is a continuing challenge.

**Environmentally sound management of wastes, including solid wastes, sewage-related wastes, hazardous wastes, radioactive wastes**

66. Besides negative impacts on health as well as increased pollution of air, land and water, ineffective and inefficient waste management results in greenhouse gas and toxic emissions, and the loss of precious materials and resources. An integrated waste management approach is a crucial part of international and national sustainable development strategies. In a life-cycle perspective, waste prevention and minimization generally have priority. The remaining solid and hazardous wastes need to be managed with effective and efficient measures, including improved

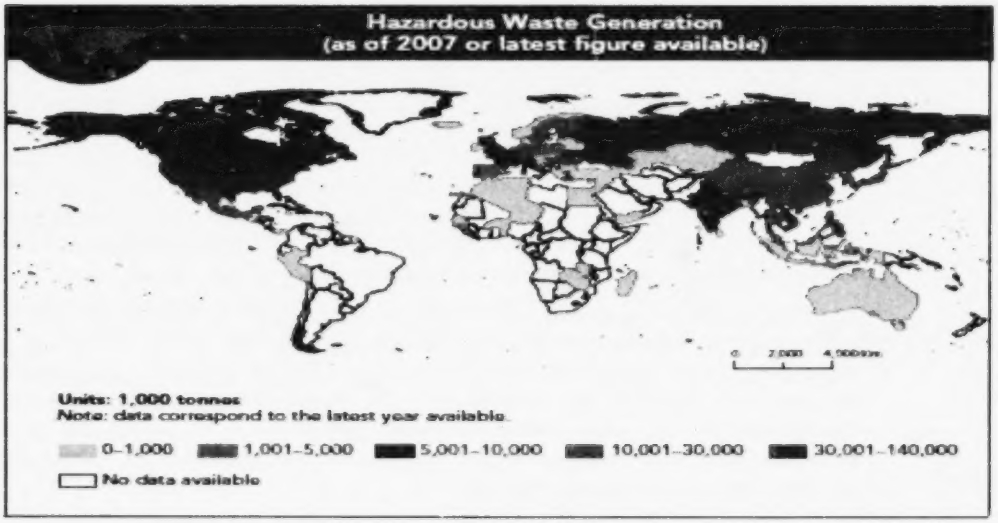
recovery, recycling and reuse of useful materials and energy. The 3R concept (Reduce, Reuse, Recycle) encapsulates well this life-cycle approach to waste.[22]

67. While the responsibility to protect citizens from hazardous risks rests mainly on national Governments, transboundary and global dimensions of the issues require international response.

68. Thus, the establishment in 1989 of the Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal, has significantly contributed to the protection of human health and the environment against the adverse effects of exposure to and improper disposal of hazardous and other waste. Together with the Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade, the Basel Convention provides a mechanism for preventing illegal or unwanted trade in pesticides and related toxic chemicals by creating legally binding obligations for the implementation of the prior informed consent procedure.

69. Figure XVI provides data on hazardous waste generation; the picture is incomplete however, because data are missing for most African, Latin American and Middle Eastern countries.

Figure XVI
**Hazardous waste generation (as of 2007 or latest figure available)**




*Source*: Department of Economic and Social Affairs, *Trends in Sustainable Development: Chemicals, mining, transport and waste management*, 2010.

70. E-waste and its proper management are emerging issues of concern to many countries. According to UNEP, some 20 million to 50 million metric tons of e-waste are generated worldwide every year. Other estimates expect computers, mobile telephones and television to contribute 5.5 million tons to the e-waste stream in

[22] Department of Economic and Social Affairs, *Trends in Sustainable Development: Chemicals, mining, transport and waste management* (United Nations publication, Sales No. 10.II.A.3).

2010, a figure which could rise to almost 10 million tons in 2015.[23] One of the most important legislative options available to both developed and developing countries to reduce the amount of e-waste is the adoption of extended producer responsibility, which makes manufacturers responsible for recovery and recycling or safe disposal of their products at the end of their useful lives.[22]

71. Solid waste, such as, for example, municipal and construction waste, represents also an increased risk to human health and environment, because rapid urbanization is increasing generation of solid waste in developing countries and developed countries are not substantially decreasing their waste, even though significant differences still exist.[22]

**Sustainable transport**

72. Transport and mobility are essential preconditions for sustainable development. While transport is often associated with environmental and social costs, the lack of adequate transport infrastructure and affordable transport services is contributing to poverty and posing major obstacles to the achievement of the Millennium Development Goals in developing countries.

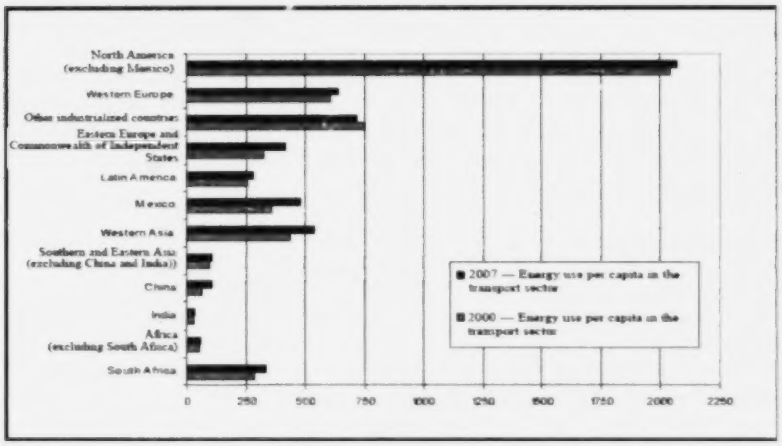
73. Globally, increased urbanization and motorization over the past several decades have resulted in a steep rise in transport-related greenhouse gas emissions, accelerating the process of climate change. Transport accounts for about 19 per cent of global energy use and 23 per cent of energy-related $CO_2$ emissions and these shares will likely rise in the future. Given current trends, transport energy use and $CO_2$ emissions are projected to increase by nearly 50 per cent by 2030 and more than 80 per cent by 2050.[24] The use of energy for transport in industrialized countries grew by an average of 1.2 per cent annually between 2000 and 2006, whereas in developing countries it increased on average by 4.3 per cent annually during the same period[25] (see figure XVII).

[23] See http://unstats.un.org/unsd/environment/hazardous.htm. Based on the United Nations Statistics Division/UNEP Questionnaires on Environment Statistics (Waste section) and the Organization for Economic Cooperation and Development (OECD)/Eurostat Questionnaire on the State of the Environment (Waste section) as well as Eurostat environment statistics data website, http://epp.eurostat.ec.europa.eu/portal/page/portal/environment/data/main_tables.

[24] International Energy Agency, *Transport, Energy and $CO_2$: Moving towards Sustainability*, 2009.

[25] International Energy Agency, World Energy Statistics and Balances, 2009.

Figure XVII
**Energy use (kilotons of oil equivalent) per capita in the transport sector: 2000-2007**




*Source*: International Energy Agency, World Energy Statistics and Balances, 2009.

74. Appropriate policy interventions are urgently needed to establish affordable, economically viable, socially acceptable and environmentally sound transport systems. It is crucial that multimodal systems emphasizing low-carbon-based-energy modes of transport be developed and that increased reliance be put on public transport systems. Integrated urban and rural transport planning, as well as supportive fiscal and regulatory policies, paired with the development of new technologies and greater international cooperation, are key factors for achieving a transport sector that meets the requirements for sustainable development.

75. Since urban population is growing, especially in developing countries, many cities have embarked on, or are considering, the introduction of bus rapid transit systems, which are characterized mainly by larger buses that run on segregated lanes parallel to the local traffic. In comparison with light-rail transit or subway systems, bus rapid transit systems are much less costly while still achieving comparably high transport efficiency.

76. Bus rapid transit and other urban public transport systems offer many direct and indirect local, national and global benefits. Public transport infrastructure investments help to avert the emissions of significant amounts of GHG. Several initiatives, including the international Partnership on Sustainable Low Carbon Transport, and studies have been exploring the possibility of including bus rapid transit and other public transport projects in nationally appropriate mitigation actions in a future climate change agreement and emissions trading system. At its eighteenth session, the Commission on Sustainable Development considered transport as one of its themes and reviewed many good examples of bus rapid transit and other public transport systems.[26]

[26] See *Official Records of the Economic and Social Council, 2010, Supplement No. 9* (E/2010/24), chap. II.

# V. Cross-cutting themes

## Institutions and governance

77. Agenda 21 sets out a detailed set of options for achieving transition to sustainable development. These include the establishment of appropriate institutions, mobilization of major groups and partnerships, and provision of international financial support, including for capacity-building and technology transfer.

78. Over the years, a number of institutions have been formally established to achieve convergence among economic, social and environmental goals. At the global level, the principal policymaking institution is the Commission on Sustainable Development. Among other contributions, the Commission has actively solicited the participation of major groups in policymaking and promoted a particular institutional form, multi-stakeholder partnerships, to implement sustainable development. Within the United Nations, the Executive Committee on Economic and Social Affairs has played a role in enhancing system-wide coherence regarding economic and social goals. Besides this, UN-Water, UN-Energy and UN-Oceans have been established to promote system-wide coherence in the areas of their competence. At the regional level, the regional economic commissions have organized ministerial conferences and implementation meetings. At the national level, a number of institutional formats have emerged, including national sustainable development councils, the process for formulating national sustainable development strategies, and incorporation of sustainable development goals in other processes or institutions, including development plans, poverty reduction strategy papers and others. At local levels, local Agenda 21 processes were developed by local institutions and urban municipalities.

79. Each year, the General Assembly considers sustainable development as part of its development agenda. It considers a number of issues, from overall progress in the implementation of Agenda 21 and the Johannesburg Plan of Implementation, the Mauritius Strategy of the Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States, the International Strategy for Disaster Reduction, the three Rio Conventions and UNEP, to sustainable mountain development and new and renewable sources of energy. Member States give direction to the Commission on Sustainable Development regarding its upcoming sessions. In 2009, the General Assembly decided to hold the United Nations Conference on Sustainable Development, in 2012, and accepted the generous offer of the Government of Brazil to host the Conference (resolution 64/236).

80. The Economic and Social Council, at its substantive session of 2010, held in New York, discussed the theme of implementing the internationally agreed goals and commitments in regard to gender equality and the empowerment of women, in its annual ministerial review during the high-level segment. There were many calls from senior representatives of Member States to strengthen sustainable development, and there was one suggestion to revive a proposal from the United Nations Conference on Environment and Development to create a United Nations

council for sustainable development to be responsible for economic, social and environmental affairs.[27]

81. The high-level segment has adopted a Ministerial Declaration reaffirming that gender equality, the empowerment of women, women's full enjoyment of human rights and the eradication of poverty are essential for development and underlining the importance of women as agents of development.

82. At its eighteenth session, the Commission on Sustainable Development discussed transport, chemicals, waste management, mining, and a 10-year framework of programmes on sustainable consumption and production patterns. All those who have participated in the work of the Commission expressed their views in the above thematic cluster of issues, identified obstacles and constraints and presented a number of best practices and lessons learned.[26]

83. Prior to the eighteenth session of the Commission, five regional implementation meetings were held to discuss particular obstacles and constraints, best practices and lessons learned of each particular region.[28] The reports from those meetings were discussed at the session, including in the cross-regional interactive discussion, where participants highlighted the important interlinkages among the themes of the current cycle, and between the current and previous cycles, as well as their linkage to food security, climate change and the financial crisis. The large number of existing cross-regional partnerships and joint initiatives demonstrates the potential for cooperation, including the sharing of lessons learned. An important next step is to focus on joint initiatives, notably for replicating best practices, including replicable methodologies, and the creation of networks of experts.[28]

84. Four intersessional meetings also took place prior to the eighteenth session of the Commission, namely the International Consultative Meeting on Expanding Waste Management Services in Developing Countries; the International Expert Group Meeting: United Nations Forum on Climate Change Mitigation, Fuel Efficiency and Sustainable Urban Transport; the Workshop on Case Studies in the Sound Management of Chemicals; and the Inaugural Meeting of the Regional 3R (Reduce, Reuse, Recycle) Forum in Asia.[29]

85. The development of indicators of sustainable development is another important task as they are needed to assist decision makers at all levels to monitor progress towards sustainable development. The third, revised set of Commission on Sustainable Development indicators was finalized in 2006 by a group of experts from developing and developed countries and international organizations. The revised edition contains 96 indicators, including a subset of 50 core indicators.[30]

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[27] Statement by Dr. Paavo Väyrynen, Minister for Foreign Trade and Development of Finland, available at http://www.formin.fi/Public/default.aspx?contentid=195991.

[28] See reports from regional implementation meetings at http://www.un.org/esa/dsd/resources/res_docucsd_18.shtml.

[29] See reports from intersessional meetings at http://www.un.org/esa/dsd/csd/csd_csd18_meetothe.shtml.

[30] Guidelines on indicators and their detailed methodology sheets can be accessed at http://www.un.org/esa/dsd/dsd_aofw_ind/ind_index.shtml.

## Major groups

86. The eighteenth session of the Commission on Sustainable Development provided numerous opportunities for major groups to contribute case studies and best practices, provide data and information on projects in the field, identify challenges and obstacles to implementation, and engage in interactive dialogues with Government delegates and other participants, including with Ministers during the high-level segment. Substantive exchanges between representatives of major groups and Government officials continue to increase, and are well integrated throughout the official review session. Overall, more than 570 representatives from 135 organizations participated in the eighteenth session of the Commission. Major groups made a total of 153 interventions and their presence on Government delegations during Commission meetings is increasing.[31] Major groups also contributed substantively to the Partnerships Fair and the Learning Centre, and organized numerous side events and other related activities.

87. Several new and innovative mechanisms were established in 2010 by the Division for Sustainable Development of the Department of Economic and Social Affairs that included major groups as key participants. One of them was a Multi-stakeholder Dialogue on Implementing Sustainable Development, held at United Nations Headquarters in order to ensure a more effective and coordinated implementation of the decisions made at the seventeenth session of the Commission; the other one was a Thematic Seminar Series.[32] The Seminar Series featured presentations by technical experts, video documentaries highlighting challenges and successes, and interactive discussions that were extended to an online format following the close of each seminar for wider participation on each of the themes.

88. Supporting major groups' participation in the Commission on Sustainable Development process continues to be a challenge, particularly as major groups from developing countries and countries with economies in transition are expected to increase their participation in the work of the Commission. Future success will depend on our collective ability to guide a sustained major groups' engagement and increase support for their means to self-organize, strategize and build capacity, which would amplify the number and diversity of major groups' voices that inform the Commission prior to and during its deliberations.

## Partnerships

89. Multi-stakeholder partnerships for sustainable development have become an integral part of development in action and the most popular medium for the increasing involvement of non-traditional actors in the range of development initiatives advanced and supported by the United Nations system. Since the inauguration of the partnerships for sustainable development programme at the Johannesburg Summit, the Commission for Sustainable Development has continued to promote their development. Today there are more than 300 registered partnerships on the Partnerships for Sustainable Development website (http://www.un.org/

[31] Belgium, Canada, Germany, the Netherlands and Sweden all included youth representatives on their delegations again this year, and many other delegations included representatives of the other eight major groups' sectors.

[32] All materials related to the Seminar Series can be found at http://www.un.org/esa/dsd/csd/csd_csd18_seminar_series.shtml.

esa/sustdev/partnerships/partnerships.htm) and database (http://esa.un.org/dsd/partnerships/public/).

90. During the eighteenth session of the Commission, the Partnerships Fair showcased partnerships engaged in activities associated with the thematic cluster of 2010. The Fair provided a venue for registered Partnerships for Sustainable Development to highlight progress achieved, to share and learn from each other's experiences, to network with existing and potential partners, and to create synergies among partnerships. Significant, too, is the fact that a Multi-stakeholder Dialogue on Partnerships was convened for the first time in a plenary session of the Commission, during the eighteenth session. It was introduced as an innovation reflecting the increased emphasis being placed by the Commission on strengthening mechanisms that promote implementation and the realization of tangible results towards sustainable development.

91. It has become increasingly clear that there is need for a more effective framework for support, monitoring and oversight of multi-stakeholder partnerships within the Commission on Sustainable Development, ensuring the maintenance of focus on clear goals and on preserving the integrity of modalities of operation. Consideration is being given to strengthening the role of the secretariat of the Commission to serve as a more effective broker for the development and strengthening of partnerships.

## Actions in international cooperation and means of implementation

92. The global economic crisis of 2008-2009 exposed systemic failures in the workings of financial markets and major deficiencies at the core of economic policymaking. While the strong desire for quick economic recovery is understandable, getting "back on track" would mean returning to an unsustainable path of global development. Sustained and widespread future prosperity will require major reforms in global economic governance and new thinking about global economic development with the need for a focus on sustainable development — entailing an approach that would balance material wealth improvements with protection of the natural environment and ensure social equity and justice — rather than a focus narrowly concentrated on economic growth and private wealth generation based on market incentives.

93. Global solutions will be required for global problems and, given the interdependence of these problems, policy responses will need to be highly coherent at various levels if the international community is to achieve the multiple objectives associated with fair and sustainable global development.

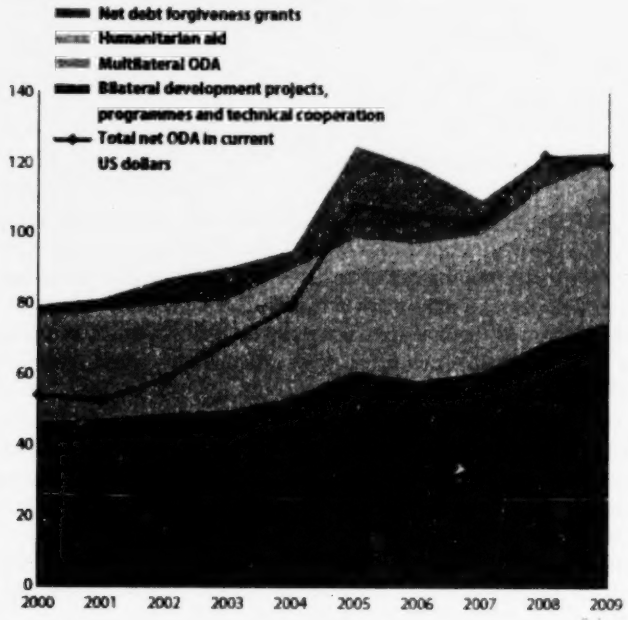
94. It is generally agreed that the development aid architecture is fragmented. Aid has become much more narrowly focused on poverty programmes and social sectors and has moved away from the initial purpose of supporting broader, transformative development processes. The shift has given rise to an enormous proliferation of aid agencies — governmental and non-governmental, multilateral and bilateral — which provide support and resources to developing countries for a multitude of specific-purpose aid projects.[33]

[33] *World Economic and Social Survey 2010: Retooling global development* (United Nations publication, Sales No. E.10.II.C.1).

95. Figure XVII shows official development assistance (ODA) trends from 2000 to 2009 in current and constant (2008) United States dollars. In 2009, net disbursements of ODA amounted to $119.6 billion, or 0.31 per cent of the combined national income of developed countries (see figure XIX). In real terms, this is a slight increase (of 0.7 per cent) compared to 2008 even though, measured in current United States dollars, ODA fell by over 2 per cent — from $122.3 billion in 2008. If debt relief is excluded, the increase in ODA in real terms from 2008 to 2009 was 6.8 per cent. If humanitarian aid is also excluded, bilateral aid rose by 8.5 per cent in real terms, as donors continued to scale up their core development projects and programmes. Most of the increase was in new lending (20.6 per cent), but grants also rose (by 4.6 per cent, excluding debt relief).[3]

96. Aid remains well below the United Nations target of 0.7 per cent of gross national income for most donors. In 2009, the only countries to reach or exceed the target were Denmark, Luxembourg, the Netherlands, Norway and Sweden. The largest donors by volume in 2009 were the United States, followed by France, Germany, the United Kingdom and Japan[3] (see figure XIX). While the majority of the initial commitments remain in force, some large donors have reduced or postponed the pledges they made for 2010.

Figure XVIII
**Official development assistance from developed countries, 2000-2009**
(Constant 2008 United States dollars and current United States dollars)




*Source*: *Millennium Development Goals Report 2010.*

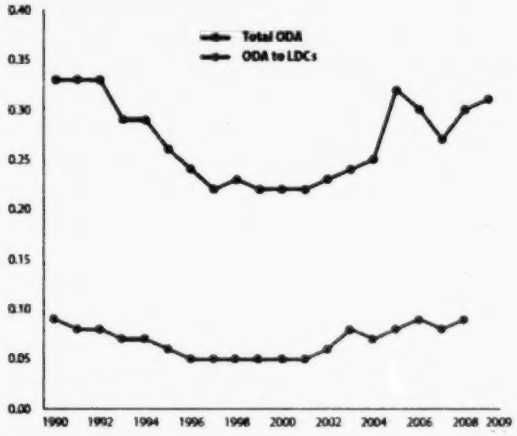
97. At the national level, the increasing role of foreign direct investment (FDI) and global value chains in driving world production, trade and technology development has limited the scope for the wielding of industrial policies by national

Governments; and multilateral trading rules have imposed restrictions on domestic support measures for developing export industries. Further, freely flowing private capital has made macroeconomic stabilization much more challenging. Rules for intellectual property rights and quality standards have increased the cost for many developing countries of absorbing new technologies and becoming globally competitive. This does not mean that there is no policy space at all, but rather that the narrowed scope is posing much greater challenges to policymakers today.[33]

Figure XIX

**Net official development assistance from OECD-Development Assistance Committee countries as a proportion of donors' gross national income, 1990-2009**

(Percentage)




*Source*: *Millennium Development Goals Report 2010.*

98. The impasse over the Doha Round, launched in 2001 and aiming for more development-oriented multilateral trading rules, reflects the difficulty of striking a proper balance between a desired common set of rules of the game and the principle of accommodating different capacities among countries to engage competitively in trade. And even though there has been some progress in providing developing countries, especially the least developed countries, with greater duty- and quota-free access to developed-country markets for their products through the application of most-favoured-nation treatment, important barriers to market access persist for developing countries. Also, agricultural subsidies in advanced countries remain high and continue to limit production and income opportunities for farmers in developing countries. The proportion of developed countries imports (excluding arms and oil) from all developing countries admitted free of duty reached almost 80 per cent in 2008 — up from 54 per cent in 1998. For the least developed countries, this proportion increased only marginally from 78 per cent in 1998 to almost 81 per cent in 2008[33] (see figure XX).

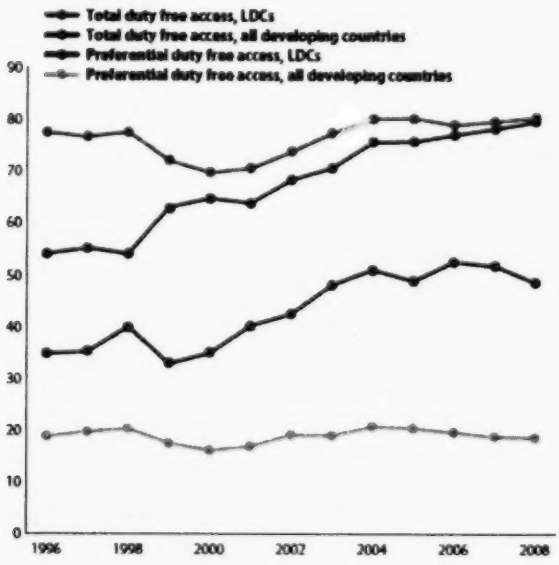
99. Countries that have been successfully integrated into world trade over the past half century all went through stages of trade protection and support to domestic production sectors before opening themselves up to world markets. Present multilateral trade rules leave limited space for newcomers that wish to follow in

their footsteps. While further progress needs to be made in enhancing world market access for developing countries and reducing agricultural support measures in developed countries, multilateral rules will need to be recalibrated in order to increase the space available to developing countries for building production and trading capacity. One key action will be to revisit the current rules limiting the use of subsidies for export promotion. Developing countries should be given more space for applying these subsidies as part of their broader development strategies. A second key action is to expand significantly the Aid for Trade initiative. Resource allocation under Aid for Trade would need to be fully aligned with national development strategies.[33]

Figure XX

**Proportion of preferential developed country imports from developing countries and least developed countries while their competitors' products were subject to a tariff under most favoured nation (preferential duty-free access), 1996-2008**

(Percentage)




*Source*: *Millennium Development Goals Report 2010.*

100. A key issue is the question of coherence between trade and climate policies, including resolution of potential conflicts between multilateral trading rules and multilateral environmental agreements, keeping in mind the principle of common-but-differentiated responsibilities underlying the multilateral climate accords.[33]

101. Current economic and environmental difficulties offer an opportunity for global collective rethinking of the development and business models used over the last century, and to shift to a new model that would help to put the world on a climate-friendly and sustainable economic path. One innovative response is the promotion of a "green economy", or "green growth". This implies both a combination of public policies aimed at reorienting both public and private investment towards the development and widespread deployment of environmentally sound technologies,

including low- or zero-carbon technologies. Strategic investment in the infrastructure (power, transport, etc.) to support the transition to a green economy will be critical. A number of countries are already prioritizing green investment and developing strategies and policies to support it, while researchers are developing the conceptual and empirical support for such policies.

102. Need for affordable access to new and existing environmentally sound technologies is growing apace with the climate threat. As early as 1972, the United Nations Conference on the Human Environment had included explicit language emphasizing the importance of technology transfer for the achievement of environmental and developmental goals. Ever since then, transfer of technology and knowledge-sharing have been an essential part of discussions on how to achieve sustainable development and address global sustainable development challenges.

103. At the same time, developing countries will need support in building their own technological capacity so as to ensure that they both undergo a smooth transition to a low-emissions economy and maintain competitiveness in an open global economy. In devising technology capacity-building plans, more focus could be given to the demands of users, improved aid coordination and donor collaboration, capacity-building investments on regional and global levels, and a greater role for information technology in capacity-building.

## VI. Progress of the preparations for the United Nations Conference on Sustainable Development

104. On behalf of the United Nations system, the Under-Secretary-General for the Department of Economic and Social Affairs, in his capacity as the Secretary-General of the United Nations Conference on Sustainable Development, will lead the secretariat of the preparatory process. In his functions, he will be supported by two executive coordinators, one from the North and the other from the South, and a dedicated secretariat established within the Department.

105. The secretariat work is organized at three levels. (a) an office of the Secretary-General of the Conference to oversee overall preparations and provide strategic guidance to the preparatory process; (b) a Department of Economic and Social Affairs task force consisting of senior managers that advises the Secretary-General of the Conference on various normative and technical aspects; and (c) core secretariat functions which are grouped under the following five clusters within the Division for Sustainable Development of the Department of Economic and Social Affairs: intergovernmental work; preparation of technical documentation; outreach and communication; national- and regional-level preparations; and logistical aspects.

106. System-wide coordination in support of the preparatory process will be pursued through the Executive Committee of Economic and Social Affairs,[34] supported by the United Nations Development Group[35] and Environmental Management Group.[36]

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[34] See Executive Committee of Economic and Social Affairs website http://www.un.org/en/development/other/ecesa.shtml.

[35] See United Nations Development Group website http://www.undg.org/.

[36] See Environmental Management Group website http://www.ewg.org/.

107. In order to steer the preparatory process of the Conference, as stipulated by General Assembly resolution 64/236, a Bureau was elected at the first session of the Preparatory Committee, held from 17 to 19 May 2010 in New York. The Bureau consists of two members from each region, plus Brazil being ex-officio, thus making it an 11-member Bureau. Antigua and Barbuda and the Republic of Korea have been elected as Co-Chairs, with the following Vice-Chairs: Argentina, Botswana, Croatia, the Czech Republic, Egypt, Italy, Pakistan and the United States of America.

108. The first session of the Preparatory Committee took up both substantive and procedural matters. Discussions on substantive issues essentially focused around the objective and thematic areas as defined in the General Assembly resolution, notably green economy in the context of sustainable development and poverty eradication, and institutional framework for sustainable development. On the procedural side, participants met in contact groups to consider how to organize their work in the lead-up to 2012, and discussed the rules of procedure of the Conference.[37]

109. To advance the preparatory process, the first session of the Preparatory Committee requested the secretariat to prepare: (a) a report on progress to date and remaining gaps in the implementation of the outcomes of the major summits in the area of sustainable development, as well as an analysis of the themes of the Conference; and (b) a synthesis report on best practices and lessons learned on the objective and themes of the Conference. In addition, it was decided to organize open-ended informal intersessional meetings for a total duration of not more than six days within existing resources.[38]

110. A questionnaire has already been sent to the Member States, the United Nations system and major groups to collect the information necessary for preparing the above-mentioned reports, which will be discussed during the second session of the Preparatory Committee scheduled to take place on 7 and 8 March 2011.

## VII. Conclusions and recommendations

111. Implementation of sustainable development principles, goals and policies is continuing at all levels, but the multiple crises have heightened perceptions in policymaking circles and the general public of possible trade-offs among the pillars of sustainable development. This only serves to reinforce the importance of taking an integrated and holistic approach, based on an understanding of the interlinkages and synergies among economic, social and environmental goals. Broad participation in implementation by all stakeholders is also needed, and a practical focus on specific sectors, problems and solutions should be developed.

112. To that end, it is recommended that the General Assembly:

(a) **Call upon Governments, organizations of the United Nations system and major groups to deepen their commitments to sustainable development by**

[37] *Report of the Preparatory Committee for the United Nations Conference on Sustainable Development, First session (17-19 May 2010)* (A/CONF.216/PC/5).

[38] The intersessional meetings should be organized as follows: one two-day meeting between the release of the synthesis report and the Second Preparatory Committee meeting, and two two-day meetings between the second and third sessions of the Preparatory Committee, the final intersessional meeting taking place no later than eight weeks prior to the third session of the Preparatory Committee.

**redoubling their efforts to implement Agenda 21, the Programme for the Further Implementation of Agenda 21 and the Johannesburg Plan of Implementation, in particular by expediting progress in implementation through exchanging lessons learned and best practices as well as strengthening technology cooperation;**

**(b) Call upon Governments to continue providing their support to the Commission on Sustainable Development and to organize intersessional activities, taking into account the thematic cluster of issues considered by the Commission in 2010-2011, and to emphasize the importance of a consensus outcome containing practical, action-oriented decisions supported by means of implementation during the upcoming policy session;**

**(c) Call upon Governments to continue providing their support to the Commission on Sustainable Development and, in that regard, to contribute to the Commission's trust fund in support of enhanced participation of representatives of developing countries and representatives of major groups in the work of the Commission;**

**(d) Invite the United Nations System Chief Executives Board for Coordination to continue monitoring, through its High-Level Committee on Programmes, the operational efficiency and effectiveness of inter-agency collaborative mechanisms, including UN-Energy, UN-Water, UN-Oceans and other collaborative arrangements;**

**(e) Invite donor Governments and international financial institutions to target funding to developing countries in support of their efforts to overcome barriers and constraints identified during the review year in the thematic cluster of issues of transport, chemicals, waste management, mining and a 10-year framework of programmes on sustainable consumption and production patterns;**

**(f) Invite all relevant stakeholders, including organizations and bodies of the United Nations system, international financial institutions and major groups involved in the area of sustainable development, to continue full and effective participation at all levels and to continue providing ideas and proposals reflecting their experiences and lessons learned as a contribution to the preparatory process for the United Nations Conference on Sustainable Development;**

**(g) Call upon the Secretariat and relevant United Nations system agencies, in consultation with the Bureau, for the purpose of having focused substantive discussions to advance the subject matter of the Conference, to organize within existing resources open-ended informal intersessional meetings for a total duration of not more than six days, including a two-day meeting between the release of the synthesis report requested above and the second session of the Preparatory Committee, and two two-day meetings between the second and third sessions of the Preparatory Committees, the final intersessional meeting taking place no later than eight weeks prior to the third session of the Preparatory Committee;**

**(h) Call upon Governments, the relevant United Nations system organizations, including the three Rio Conventions and other multilateral environmental agreements, and invite international financial institutions, regional development banks and other international and regional organizations**

**to contribute to the preparatory process for the United Nations Conference on Sustainable Development by providing technical contributions and inputs, as appropriate, to the report of the Secretary-General on the objective and themes of the Conference;**

**(i) Request the secretariat to seek information, inputs and contributions including through a questionnaire addressed to Member States, the United Nations system, international financial institutions, major groups and other stakeholders, on their experiences including success factors, challenges and risks with respect to the objective and themes of the Conference and further request the secretariat, with the guidance of the Bureau, to prepare a synthesis of the information and contributions collected in this way;**

**(j) Invite the governing bodies of relevant United Nations system organizations to transmit to the preparatory process for the Conference, as appropriate, outcomes emanating from their meetings relevant to the objective and themes of the Conference;**

**(k) Call upon regional commissions to organize in cooperation with other relevant stakeholders preparatory regional meetings for the United Nations Conference on Sustainable Development and invite, in this regard, international and bilateral donors and other countries in a position to do so to support these meetings through voluntary contributions;**

**(l) Call upon all relevant stakeholders, including organizations and bodies of the United Nations system, international financial institutions and major groups involved in the area of sustainable development to participate in and support the intersessional meetings of the preparatory process for the United Nations Conference on Sustainable Development;**

**(m) Encourage international and bilateral donors and other countries in a position to do so to support the preparations for the Conference through voluntary contributions to the Commission's trust fund and to support the participation of representatives of developing countries, and invite voluntary contributions to support the participation of major groups of developing countries in the regional and international preparatory processes and the Conference itself.**

United Nations A/65/299

General Assembly

Distr.: General
16 August 2010

Original: English

**Sixty-fifth session**
Item 15 of the provisional agenda*
**Culture of peace**

# International Decade for a Culture of Peace and Non-violence for the Children of the World, 2001-2010

## Note by the Secretary-General

The Secretary-General hereby transmits the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization submitted pursuant to General Assembly resolution 64/80.

* A/65/150.

10-48618 (E) 200910

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# Report of the Director-General of the United Nations Educational, Scientific and Cultural Organization submitted pursuant to General Assembly resolution 64/80

*Summary*

The present report, prepared by the United Nations Educational, Scientific and Cultural Organization (UNESCO), presents a succinct summary of the activities carried out during the International Decade for a Culture of Peace and Non-violence for the Children of the World, 2001-2010, by UNESCO and other United Nations entities, Member States and civil society, including non-governmental organizations, to promote and implement the Programme of Action on a Culture of Peace as requested by the General Assembly in resolution 64/80. In addition, it provides an assessment of the progress achieved in implementing the objectives of the Decade, as well as recommendations for future action. The annex contains a summary report of the UNESCO High Panel on Peace and Dialogue among Cultures, convened by the Director-General of UNESCO on 18 February 2010 to coincide with the launching of the International Year for the Rapprochement of Cultures (2010), which is closely linked to the Decade's objectives.

# I. Introduction

1. In 2009, the United Nations Educational, Scientific and Cultural Organization (UNESCO) submitted its annual report (A/64/312) on its programmes and those of other United Nations entities with regard to their adherence to and implementation of the Programme of Action for the International Decade for a Culture of Peace and Non-violence for the Children of the World, 2001-2010. In its resolution 64/80, the General Assembly commended UNESCO for recognizing the promotion of a culture of peace as an expression of its fundamental mandate, and encouraged it, as lead agency for the Decade, to strengthen further the activities it has undertaken for promoting a culture of peace. As 2010 marks the end of the Decade, the General Assembly requested that a summary report on the activities carried out over the past 10 years by UNESCO and other United Nations entities, Member States and civil society, including non-governmental organizations, to promote and implement the Programme of Action be submitted to it at its sixty-fifth session.

# II. Global review at the end of the Decade

2. Pursuant to resolution 64/80, UNESCO sent out a request for contributions concerning activities for the Decade, to which 18 Member States, 10 non-governmental organizations in operational relations with UNESCO and 4 United Nations bodies responded. The findings of this review are contained in the present report,[1] which provides (a) an overview of the activities that were carried out to implement the Programme of Action on a Culture of Peace during the Decade; (b) an assessment of the progress achieved; and (c) recommendations for future action.

# III. Overview of activities during the Decade

## A. United Nations system

### 1. United Nations Educational, Scientific and Cultural Organization

3. Throughout the Decade, UNESCO has been engaged in implementing activities relevant to the eight action areas of the Programme of Action. The mission statement of UNESCO as contained in its medium-term strategy (2008-2013), stipulates that UNESCO "contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information". Accordingly, one of its overarching objectives is "fostering cultural diversity, intercultural dialogue and a culture of peace". One of the 14 intersectoral strategic programme objectives is, specifically, "demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace".

[1] All of the contributions received from the respondents that took part in the global review can be accessed on the culture of peace website at http://portal.unesco.org/en/ev.php-URL_ID=37083&URL_DO=DO_TOPIC&URL_SECTION=201.html.

4. Closely related to the culture of peace is the International Year for the Rapprochement of Cultures (2010), proclaimed by the General Assembly in resolution 62/90, for which UNESCO was given the role of lead agency within the United Nations system. To launch the Year, the Director-General convened a High Panel on Peace and Dialogue among Cultures on 18 February 2010. The panel, composed of eminent personalities from diverse geographical and intellectual backgrounds, focused its discussions on new approaches and avenues for action to promote intercultural dialogue and peace, which would contribute to the development of a draft programme of action for a culture of peace for 2012-2013 (see the annex to the present report for a summary of the Panel's debates). An extensive programme of initiatives to celebrate the International Year has also been developed by UNESCO member States and the international community at large[2]

*Education*

5. Within the framework of the recommendation concerning education for international understanding, cooperation, peace and education relating to human rights and fundamental freedoms adopted by its General Conference in 1974, UNESCO fosters a culture of peace through education by supporting Member States to provide quality, inclusive education that promotes the values of peace, human rights, tolerance, intercultural understanding, democracy, non-violence and respect. In collaboration with relevant partners, UNESCO works to strengthen Member States' capacities to integrate the human rights-based approach throughout their education systems by transmitting knowledge and disseminating good practices.

6. Through its International Bureau of Education, UNESCO engages in multilateral and bilateral initiatives to revise or adapt curricula, textbooks and other learning materials, as well as teaching and learning processes, in order to remove embedded prejudice or stereotypes, enhance mutual understanding and equip learners with the skills to live with others in peace and tolerance. The organization also develops teaching and learning resources, manuals and guidelines on specific topics related to the development of a culture of peace, such as learning to live together, human rights and the rights of the child, peace and democracy, gender equality and the prevention of violence in schools. In partnership with the Office of the United Nations High Commissioner for Human Rights, the organization continues to implement the Plan of Action for the World Programme on Human Rights Education, in order to integrate human rights principles and values into both formal and non-formal educational settings.

7. Advocacy for peace, human rights and intercultural understanding, and Holocaust remembrance education are an integral part of the work of UNESCO. The organization uses every opportunity to promote its vision, including through high-level international and regional policy forums, taking full advantage of its category 1 and 2 institutes, as well as through its Associated Schools Project Network and the UNESCO Chairs and University Twinning and Networking programmes. Both the Mahatma Gandhi Institute of Education for Peace and Sustainable Development in New Delhi and the Asia-Pacific Centre of Education for International Understanding in Seoul are working to meet the peace education and sustainable development-related research and capacity-building needs of developing countries and countries in transition, with a focus on the Asian and Pacific region. UNESCO rewards

[2] For more information, see www.unesco.org/en/rapprochement-of-cultures/.

outstanding examples of activities designed to influence public opinion and to mobilize humankind in favour of peace through the biennial award of the UNESCO Prize for Peace Education and the annual award of the Félix Houphouët-Boigny Peace Prize.

8. The 2011 Education for All Global Monitoring Report will focus on the impact of violent conflicts on education and on how education can promote peace, with the aim of identifying strategies to protect education and rebuild education systems in countries affected by conflicts and countries in post-conflict situations. This builds on the international leadership of UNESCO regarding education in emergencies, which was the subject of discussions at the International Conference on Financing for Development, held in Doha in 2008, and of a thematic debate of the United Nations General Assembly, in March 2009. Through its programme of Education for Emergencies and Reconstruction, UNESCO promotes access to basic and vocational education in African countries affected by conflicts. Regional activities cover education for emergencies and reconstruction; refugee and returnee environmental education; peace education; civic education for peace and good governance; sport for peace; the promotion of a culture of peace at the grass-roots and civil society levels; and technical and vocational education for youth. In the Great Lakes region, UNESCO launched a project entitled "Conflict prevention and peace-building network for the Great Lakes region and the Horn of Africa" to strengthen a network of non-governmental organizations active in the areas of conflict prevention and resolution and of peacebuilding. In Western Africa, a flagship project entitled "Education for a culture of peace, human rights, citizenship, democracy, intercultural understanding and regional integration in countries in crisis and post-conflict situations" is being implemented to consolidate political and social stability in Côte d'Ivoire, Guinea, Guinea-Bissau, Sierra Leone and Togo.

*Sustainable development*

9. During the biennium 2010-2011, UNESCO is focusing on accelerating progress towards the realization of the Education for All goals and the Millennium Development Goals, with a view to ensuring a more sustainable and peaceful future. As lead agency for the United Nations Decade of Education for Sustainable Development, the culture of peace is being promoted through the integration of the principles, values and practices of sustainable development, including climate change education, into the design and development of inclusive educational policies and plans, teacher development policies, textbook and curriculum revision, and the renewal of pedagogical approaches and teaching materials. UNESCO is working closely with indigenous communities and organizations to bring their rich ancestral knowledge about nature into the debates on education and climate change, thereby fostering capacity to sustain all forms of life on Earth.

10. UNESCO seeks to enhance sustainable and social development by working to promote culture and science for development. It has developed a new cultural policy framework to orient policymakers and planners towards comprehensive and innovative ways of addressing challenges to cultural diversity and intercultural dialogue related to creativity and identity. A number of analytical programming tools, such as the "cultural diversity programming lens", have also been produced to help planners mainstream principles and knowledge regarding cultural diversity into their programmes and strategies for sustainable development and peace. Those tools are increasingly being used in United Nations country programming processes.

UNESCO has a strong record of promoting culturally sensitive approaches to HIV and AIDS prevention and care which render development programmes more effective and combat discrimination against people living with HIV/AIDS. UNESCO is also working to provide access to development opportunities offered by cultural and creative industries.

*Science and natural resources management*

11. In the area of science and natural resources management, the International Hydrological Programme has been working on water conflict resolution through the "From potential conflict to cooperation potential: water for peace" project, which provides decision makers and other stakeholders with the knowledge and tools to manage shared water resources. A landmark event was the setting up of the Synchrotron Light for Experimental Science and its Applications in the Middle East (SESAME) centre in Jordan. The centre offers opportunities for training and research in basic and applied sciences, technology and medicine and is well suited to fostering solidarity and thus contributing to peace through regional cooperation in science.

12. UNESCO is also advocating for investment in science, innovation and new technologies, including green technologies, to stimulate economic growth and peaceful development, while contributing to a sustainable environment and as a means of assisting developing countries in investing their way out of the financial crisis. It is working with a number of Member States, particularly in Africa, to develop scientific policies and to build human and institutional capacities to promote innovation and strengthen national research systems.

*Human Rights*

13. Action to promote respect for human rights is being supported through policy-oriented research on obstacles and challenges to the enjoyment of those human rights that fall within the areas of competence of UNESCO. Support is being given to advancing academic reflection on the normative content of those rights and on States' obligations to respect, protect and fulfil them, and to linking that reflection to policymaking through elaborating recommendations for concrete measures to implement those rights.

*Equality between men and women*

14. UNESCO is giving priority to the pursuit of gender equality through action in all of its fields of competence, as equality between men and women is one of the two global priorities of the organization in the medium-term strategy for 2008-2013. A practical and results-based Priority Gender Equality Action Plan for 2008-2013, endorsed by the Executive Board of UNESCO, describes the action that the organization's programme sectors will take between 2008 and 2013 to contribute to the pursuit of the empowerment of women and gender equality. UNESCO is also part of the wider United Nations system effort to help stop violence against women, and assisted in the preparation of the United Nations system statement against female genital mutilation, which it also signed.

15. The International Network of Women Philosophers was launched in 2007 to promote philosophical dialogue. Its emphasis is on the contribution of philosophy, particularly of women philosophers, to the promotion of a culture of peace, new

social policies, conflict prevention and the struggle against all forms of violence. UNESCO also helped to establish the Palestinian Women's Research and Documentation Centre in Ramallah and is assisting in the establishment of a category 2 research and documentation centre on women for the Great Lakes region, headquartered in Kinshasa.

*Democratic participation*

16. UNESCO is working to foster democratic participation by providing support for the introduction of legislation relating to the media that is conducive the freedom and independence of the media, and support for the training of journalists and media professionals in non-partisan and independent reporting techniques, especially in conflict and post-conflict areas, as well as by assisting the media in covering elections. UNESCO also fosters research, capacity-building and dialogue on democracy through the activities of the International Centre for Human Sciences in Byblos, Lebanon, and the Permanent Forum of Arab-African Dialogue on Democracy and Human Rights.

*Understanding, tolerance and solidarity*

17. UNESCO also seeks to advance understanding, tolerance and solidarity through its efforts to promote a dialogue among civilizations and cultures by action in all its areas of competence, in accordance with the Global Agenda for Dialogue among Civilizations and its Programme of Action proclaimed by the General Assembly in resolution 56/6, as well as with directions set by the decision-making organs of UNESCO. Work to that end is being undertaken, in the framework of a multi-stakeholder approach, with a variety of partners, such as the Islamic Educational Scientific and Cultural Organization, the Arab League Educational, Cultural and Scientific Organization, the Anna Lindh Foundation, the Council of Europe, the United Nations Permanent Forum on Indigenous Issues and the Alliance of Civilizations.

18. A particularly compelling example of fostering peaceful engagement and mutual understanding is the series of high-level regional annual summit meetings that UNESCO has helped to organize with State leaders from countries of South-Eastern Europe, a region torn apart by civil strife and war not so very long ago. Those summits seek to promote a culture of peace by providing a platform for dialogue and regional cooperation. To date, seven annual summits of the region's Heads of State have been organized, in Ohrid (2003), Tirana (2004), Varna, Bulgaria (2005), Opatija, Croatia (2006), Bucharest (2007), Athens (2008), Cetinje (2009) and Istanbul (2010). They have resulted in concrete measures for regional cooperation.

19. To further promote dialogue in all of its areas of competence, UNESCO established an intersectoral platform on "Contributing to the dialogue among civilizations and cultures and a culture of peace", which pursues the following major objectives in relation to the UNESCO History Project: the development of intercultural skills, the engagement of new voices in interfaith dialogue, and the role of the media in fostering dialogue and mutual understanding.

20. UNESCO promotes understanding of tolerance and non-violence through the annual award of the Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence. It deepens knowledge of various forms of racism, discrimination,

xenophobia and intolerance through the implementation of the organization's Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance and the formulation of appropriate national policies and plans of action, as well as through the dissemination of good practices.

*Communication and information*

21. UNESCO provides support to Member States in strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, especially in post-conflict situations. Efforts are focused on enabling the media to provide unbiased information, avoid stereotypes and counteract incitement to hatred and violence, especially in the framework of the Power of Peace Network, which is aimed at harnessing the power of new technologies to increase mutual understanding.

22. Against the background of the current multiple global crises, the need to promote shared values, solidarity and humanism has become ever more important. In accordance with 35 C/Resolution 46 adopted by the General Conference, UNESCO resolved to take the pioneering and ever-pertinent message of Tagore, Neruda and Césaire as the starting point for engaging in substantial reflection and renewed action on a universal reconciled with diversity in keeping with the intellectual watch mandate of UNESCO within the United Nations system.

23. UNESCO is supporting participatory communication and the free flow of information and knowledge by: raising awareness about the importance of freedom of information and the press for development, democracy and dialogue; supporting Member States in the development of free, independent and pluralistic media, including through institutional capacity-building; formulating national information policy frameworks; facilitating community access to information, including through community multimedia centres, to increase learning opportunities and participation in development; supporting the preservation and dissemination of analogue and digital documentary information; monitoring developments and fostering the exchange of best practices with regard to the ethical dimensions of the information society; fostering international partnerships for enhancing universal access to information; and encouraging the development of knowledge societies.

*International peace and security*

24. UNESCO is working to promote international peace and security through its efforts to assist countries in post-conflict and post-disaster situations. A dedicated platform was established to assist countries in those situations to reconstruct their education systems, with the ultimate goal of achieving education for all; to provide policy advice and expertise on resolving conflicts that may arise over natural resources; to revitalize in-country research facilities; to integrate disaster prevention and mitigation efforts, particularly early-warning systems, into post-conflict and disaster responses; and to protect and rehabilitate damaged cultural and natural heritage.

25. Special assistance is provided for the implementation of efficient mechanisms aimed at decreasing conflicts and contributing to the development of a culture of peace in Africa. At the national level, UNESCO is promoting bilateral cooperation in line with priorities established by Governments. It is also monitoring the action taken in the Democratic Republic of the Congo, Somalia, the Sudan, and the

countries of the Great Lakes region to promote the peacebuilding process through dedicated task forces established for that purpose. A special programme of overall post-conflict support in the fields of competence of UNESCO was launched for Côte d'Ivoire in 2008 and antenna offices have also been established in countries with specific needs — Liberia, Sierra Leone and the Sudan. At the regional and subregional levels, UNESCO is providing support to the African Union (AU) and to regional organizations' initiatives, in line with the AU framework of action for post-conflict reconstruction and development, and as part of the Regional Coordination Mechanism of United Nations agencies working in Africa, as well as through the UNESCO Programme of Education for Emergencies and Reconstruction.

*Youth*

26. UNESCO is promoting a culture of peace and non-violence among youth through initiatives aimed at preventing youth violence by fostering the social integration and empowerment of young people. In 2008, UNESCO organized a meeting in Bahrain entitled "Youth@the crossroads — a future without violent radicalization", which was devoted to identifying and showcasing community-based projects and best practices that constructively engage youth and demonstrate capacity to foster an atmosphere that provides young people with positive options for their own future and that dissuades them from engaging in violent, radical behaviour. Projects have been implemented in the Dominican Republic, El Salvador, Guatemala, Honduras and Nicaragua to identify the root causes of violence among youth and the best approaches to address them, as well as to create opportunities for the social integration of youth. A handbook entitled "Guidelines for the development of policies for preventing violence affecting youth" is being developed to assist policymakers in Central America to address that issue. UNESCO is implementing a similar initiative in the Great Lakes region in Africa, where research is currently being conducted to identify the causes of violence among youth and to provide concrete policy options for empowering youth as a means of preventing violence. UNESCO will organize a high-level meeting on youth development and violence prevention in the Great Lakes region in 2010, based on the experience gained in Central America, which will also promote South-South cooperation.

*Sport*

27. The practice of sport is a recognized pillar in promoting peace. The UNESCO programme on traditional sports and games promotes peace among different populations by encouraging dialogue and understanding among diverse cultures. UNESCO supports several sports initiatives, such as the partnership with Diambars in Senegal, South Africa and other African countries, which uses football and physical education as a means to involve out-of-school children and young people in formal education or learning processes. The initiative "Youth voices against racism", a partnership between UNESCO and FC Barcelona signed in 2007, also allows young people to play an active role in the fight against racism and violence in sport by involving them in local policymaking and in the design of local initiatives.

*Common country programming*

28. UNESCO is advancing a culture of peace through its participation in common country programming processes, notably the development of the United Nations Development Assistance Frameworks, which feature a human rights-based approach and gender equality as key programming principles. In the context of the Development Assistance Frameworks, UNESCO aims to bring thematic components of a culture of peace to bear on national development priorities and goals, and to advance internationally agreed norms and standards in pursuit of a culture of peace.

### 2. Food and Agricultural Organization of the United Nations

29. To combat challenges facing Palestinian youth, the Food and Agriculture Organization of the United Nations (FAO) launched a junior farmer field and life schools programme in the West Bank and the Gaza Strip in 2008. It takes an innovative approach to empowering youth through raising self-esteem and teaching life skills. Using the agricultural growing calendar as a model for life, young people learn agricultural skills and corresponding life lessons, such as setting goals, the importance of personal space for growth, and teamwork.

30. FAO continues to cooperate with the Ministry of Education and Higher Education and the Ministry of Youth and Sport to promote the idea of junior farmer field and life schools throughout the West Bank and the Gaza Strip, since the benefits of the programme for young people's self-esteem, entrepreneurial and agricultural skills, and overall potential to become healthy and positive young adults are evident from pre- and post-programme evaluations.

### 3. United Nations Children's Fund

31. A key activity promoting a culture of peace and non-violence is the United Nations Secretary-General's Study on Violence against Children, which provides a detailed global picture of the nature, extent and causes of violence against children, and makes clear recommendations for preventing and limiting such violence.

32. The United Nations Children's Fund (UNICEF), together with the Office of the Special Representative of the Secretary-General for Children and Armed Conflict, co-chairs the Steering Committee on Monitoring and Reporting of Grave Violations against Children. The Monitoring and Reporting Mechanism on grave violations against children in armed conflicts, established in 2005 with the adoption of Security Council resolution 1612 (2005), monitors six categories of violations, and is being implemented in 14 countries.

33. UNICEF supports follow-up to the 2007 Paris Commitments and Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups, particularly implementation of the Paris Commitments and Principles enabling the exchange of information on lessons learned; the prevention of child recruitment; and support for reintegration programmes, including monitoring and reporting on compliance by parties to armed conflict. In 2009, armed forces and armed groups in a number of countries released over 5,000 children. There was significant progress in Burundi, with the release of the remaining children associated with the National Liberation Forces. The Armed Forces of the Democratic Republic of the Congo released children in the Democratic Republic of

the Congo, and forces in the Central African Republic, in North and South Sudan and in Sri Lanka set free militarized children. Programmes supporting the reintegration of armed children and other children affected by conflicts continue to be implemented. Among other positive recent developments are plans for the release of children associated with armed forces in Nepal, in the Philippines and in South Sudan.

34. The approach of UNICEF to the reduction of armed violence is underpinned by an awareness of the numerous social, economic and political causes of armed violence. In 2010, UNICEF finalized its participation in a joint Armed Violence Prevention Programme with the United Nations Development Programme (UNDP), the Office of Disarmament Affairs, the United Nations Office on Drugs and Crime, UN-Habitat and the World Health Organization (WHO). The initiative promotes common policy guidance, strategies, effective partnerships and programmes for the prevention of armed violence at the global and local levels. The first inter-agency mission of the initiative was to Kenya, to assist the United Nations country team in developing a comprehensive multisectoral programme for the reduction of armed violence. UNICEF also collaborated with Governments in initiating interventions for the reduction of armed violence in Bosnia and Herzegovina, El Salvador, Guatemala, Jamaica and Thailand.

35. UNICEF contributed to the global dialogue on the causes and effects of armed violence, bringing the perspective of children to key policy and political documents, including the Secretary-General's report on armed violence and development and the Secretary-General's report on disarmament and development. The work of UNICEF informs other global initiatives, such as the Geneva Declaration on Armed Violence and Development, the forthcoming General Assembly resolution on armed violence, the recent launching of the Oslo Commitments on Armed Violence and the Millennium Development Goals, which will mobilize political commitment to the reduction of armed violence and programming to that end at the country level. UNICEF also contributed to the development of international small arms control standards, which will be finalized in 2010.

36. UNICEF promotes mine action and mine risk education projects in some 20 conflict-affected countries to strengthen national capacity to deal with landmines and explosive remnants of war that pose a direct threat to the well-being of children and their families. Results at the country level included the introduction of mine/explosive remnants of war risk education in schools, the development of injury surveillance systems, and policy support and advocacy for the rights of victims of landmines/explosive remnants of war and other persons with disabilities, with a focus on children. At the global level, UNICEF advocates for the implementation of and universal adherence to the Mine Ban Treaty, the Convention on Cluster Munitions, the Convention on the Rights of Persons with Disabilities and other legal instruments.

37. UNICEF played a lead role in providing research, documentation and analysis on children's involvement and children's roles in truth-seeking, accountability and reconciliation processes in contexts of armed conflict and political violence. The book, *Children and Transitional Justice: Truth-telling, Accountability and Reconciliation*, co-authored by UNICEF and the Human Rights Program at Harvard Law School and published in 2010, explores questions raised when children's issues, and children themselves, are prioritized in justice, and truth-seeking and

reconciliation processes. Key principles on children and transitional justice were also developed to build consensus and better inform the protection and participation of children in truth, justice and reconciliation processes.

38. UNICEF is engaged in activities to support parliamentarians in promoting a culture of peace and non-violence, including the preparation of two *Handbooks for Parliamentarians*: (i) *Eliminating Violence against Children*, and (ii) *Combating Child Trafficking*.

39. UNICEF played a key role in the development of the "Guidelines for the alternative care of children", which seek to ensure, on the one hand, that children do not find themselves in out-of-home care unnecessarily and on the other, that out-of-home care provided meets the quality that corresponds to the rights and specific needs of the child concerned.

40. The efforts of UNICEF to support more resilient education systems and to generate or restore national ownership in post-crisis recovery include the promotion of peace through innovative means. In Nepal, UNICEF has prioritized the protection of education from attack and the strengthening of peacebuilding and conflict resolution. This includes the Schools as Zones of Peace initiative through which, nearly 500 schools were directly supported. In the North-West Frontier Province of Pakistan, the teacher mobility scheme, despite the conflict, provided transport facilities for female teachers in remote tribal areas, enabling 30,000 girls to continue their schooling.

41. UNICEF promotes child-sensitive social protection. A recent joint statement on advancing child-sensitive social protection brought together UNICEF, the United Kingdom Department for International Development, HelpAge International, Hope and Homes for Children, the Institute of Development Studies, the International Labour Organization (ILO), the Overseas Development Institute, Save the Children UK, UNDP and the World Bank in outlining vulnerabilities that children and families face, and the principles and approaches for undertaking child-sensitive social protection that can have a positive impact on children. The statement gives priority to strengthening families' resiliency and capacity to continue to care for their children.

42. UNICEF works closely with the International Programme on the Elimination of Child Labour of the International Labour Organization (ILO). Over 30 per cent of the 70-plus programmes of the UNICEF that address child labour involve joint programming and/or joint assessments to promote programme and United Nations coherence. UNICEF, ILO and the World Bank have undertaken joint research on child labour which has identified rising child labour rates in Africa. Other findings include the significant threat to progress relating to child labour in Latin America and the Caribbean posed by the global recession. In India, increased access of children to school significantly reduced rural child labour rates, while increased household income had the largest impact on reducing urban child labour rates. In 2009, inter-agency collaboration on child labour has encouraged increased joint research, programming and innovative policy development. This includes increased collaboration on and technical input into the development of a new international instrument on domestic labour, which was on the agenda of the International Labour Conference in June 2010.

43. UNICEF provided technical advice to a large number of corporate partners on rethinking sourcing, supply chains and investment patterns, particularly in the area of agricultural child labour, which accounts for 69 per cent of all child labour. Collaboration with the private sector also assisted in preventing the sexual exploitation of children in the travel and tourism industries. Support for the Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism was manifested at the global and country levels, particularly in Latin America, Asia and, increasingly, Africa. Thirty-three additional companies adhered to the Code and committed themselves to preventing the use of their facilities and services for the sexual exploitation of children. As of December 2009, 951 companies in 35 countries had signed the Code.

44. Collaboration with the private sector has also been strengthened to protect children from violence in sports. The UNICEF Innocenti Research Centre initiated work in 2008 that led to the formation of a UNICEF internal steering group for the development of standards of care for international corporate sports partnerships. UNICEF provided technical guidance in the design of protective systems for children, as outlined in the updated Fédération Internationale de Football Association (FIFA) regulations on children: addressing recruitment and vulnerability/risk pattern analysis on the ground, management systems, protection and care of minors at club level, and improving regulatory frameworks for monitoring and enforcement mechanisms in sporting bodies and government.

45. The human rights approach informs UNICEF programme development, advocacy efforts and policy development. UNICEF is guided by the principles of the Convention of the Rights of the Child and the International Convention on the Elimination of All Forms of Discrimination against Women in its efforts to influence public policies, prioritize children's needs and develop and assist programmes benefiting children. UNICEF also monitors the status of children's rights and reports on progress in that regard.

46. Birth registration establishes a child's legal identity, which is essential in safeguarding his or her right to protection and assistance. UNICEF supports birth registration activities in about 80 countries, addressing obstacles such as lack of access to vulnerable populations in remote and rural areas and the prohibitive distance and costs for parents to travel to civil registration offices. UNICEF continues to raise awareness of the importance of birth registration; to support legal reform and the drafting of national policies; to build the capacity of Government officials and community leaders; to facilitate data collection; and to promote innovative methods of birth registration, such as the use of mobile telephones and computerized registration methods.

47. Gender equality is a cross-cutting theme that runs through UNICEF programmes. Essential to the UNICEF approach to gender equality is promoting social change through community-level engagement. Key activities include:

- The United Nations Population Fund (UNFPA)-UNICEF joint programme on accelerating the abandonment of female genital mutilation/cutting through advocacy, legal reform, civil society engagement and human rights education. The programme is supporting efforts in 12 countries and has contributed to major declarations of abandonment of female genital mutilation/cutting and child marriage.

- In all regions, UNICEF has increased its support for the application of the social norms perspective to violence against children, also highlighting gender dynamics in designing programme responses. A number of countries have undertaken research on child-rearing practices and corporal punishment of children in homes and schools. Some countries have supported social awareness and mobilization programmes to change attitudes and behaviour and promote non-violent, alternative ways of discipline. In Europe, half of the Government ministers have signed the Council of Europe campaign "Raise your hand against smacking", which advocates the prohibition of corporal punishment in all member States. National campaigns have been launched in Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia and Turkey. In Barbados, support of corporal punishment in schools fell from 69 per cent in 2004 to 54 per cent in 2009, according to an opinion poll.

- UNICEF is focusing on the prevention of sexual violence against children. In September, UNICEF together with four United Nations organizations — WHO, the United Nations Development Fund for Women, UNFPA and the Joint United Nations Programme on HIV/AIDS — the United States Centers for Disease Control and Prevention and, from the private sector, the Nduna Foundation and Grupo ABC, established a groundbreaking global initiative to address sexual violence against girls. It supports the undertaking of national population-based studies on sexual violence in various countries and the development of programmes that prevent and respond to sexual violence through strengthening formal and informal child protection systems, while addressing social norms that perpetuate gender stereotyping and discrimination, in line with the UNICEF Child Protection Strategy.

### 4. United Nations Relief and Works Agency for Palestine Refugees in the Near East

48. Since the establishment of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) 60 years ago, its Education Programme, with the technical support of UNESCO, has provided Palestine refugee children and youth with essential general, vocational and technical education, assisting tens of thousands of pupils and students in becoming educated and self-dependent. This has greatly contributed to the social and economic development of the West Bank, Gaza, Jordan, Lebanon and the Syrian Arab Republic, where UNRWA operates, thereby helping maintain stability in a volatile and conflict-affected region. Teacher education has also been a key component of the work of UNRWA.

49. Equally significant, the Agency's education programme has contributed to the preservation of the cultural identity of a displaced and dispersed people and also encouraged positive values, attitudes and ways of life that reject violence and promote tolerance and the search for dialogue. There are currently close to half a million children in UNRWA's schools in its five areas of operation. Various activities, both curricular and co-curricular, have been fostering a culture of peace, as envisaged in the Programme of Action on a Culture of Peace.

### 5. Peacebuilding Support Office of the United Nations Secretariat

50. The Peacebuilding Support Office, through the Peacebuilding Fund, aims to bridge the crucial phase after the signing of peace agreements and the start of

international reconstruction and development efforts, at a time when other funding mechanisms may not yet be available. In doing so, it works to advance the implementation of peace agreements, support national processes of reconciliation and conflict resolution, generate immediate peace dividends and enhance the capacity of Government institutes.

51. One of the thematic areas covered by the Fund is that of advancing processes of reconciliation and conflict prevention. Supporting peace education activities is a central part of efforts in that area. Currently, the Peacebuilding Fund funds six UNESCO-run projects in five countries, four projects of which focus specifically on peace education.

52. Peacebuilding Fund efforts to support actions that promote respect for human rights in countries in post-conflict situations include providing support to human rights commissions, awareness-raising activities on human rights and the provision of legal assistance. For example, in Sierra Leone, a $1.5 million project enabled the Human Rights Commission to strengthen national mechanisms for addressing discrimination against women.

53. The Peacebuilding Fund has paid increasing attention to the funding of projects that aim to advance gender equality in post-conflict settings. The introduction of a gender marker in the 2009 revised Peacebuilding Fund guidelines has enabled the Fund to better track gender-related allocations. The Peacebuilding Support Office is also working to develop a list of indicators to track the implementation of Security Council resolution 1325 (2000) on women, peace and security and is leading, in cooperation with the Office of the Special Adviser to the Secretary-General on Gender Issues and Advancement of Women and with the Department of Peacekeeping Operations, the drafting and consultation process for the report of the Secretary-General on women's participation in peacebuilding.

54. Through funding psychological and health support, social-economic rehabilitation, leadership training and strengthening the capacity of local institutions, including special prosecution units, the Peacebuilding Fund has contributed to reinforcing the role of women in seven conflict-affected countries. In Liberia, the Fund supported the establishment of the country's first-ever unit for prosecuting crimes of sexual and gender-based violence, and in Burundi, supported 900 microprojects of women's associations, which benefited at least 1,500 women.

55. Fighting corruption is often identified as a critical issue in post-conflict settings. In Sierra Leone, Peacebuilding Fund support has strengthened the secretariat of the National Anti-Corruption Commission. A national strategy on social responsibility was designed and advocacy undertaken with the Sierra Leonean public through television, radio and the printed media. In Burundi the Fund supported the establishment of four new anti-corruption regional brigades and funded a $3 million project through which a basis for dialogue was established between key partners in a democratic process leading to the setting up of a permanent forum for dialogue among 38 political parties, including rebel groups. That project increased dialogue between actors and contributed to unblocking the discussion in Parliament about the electoral law, which was eventually passed and contributed to the effective functioning of the National Independent Electoral Commission.

## B. National level

56. Eighteen Member States, representing all regions, provided contributions to the present report. Many of those contributions also included information from national civil society organizations. One Member State noted that the eight action areas in the Programme of Action on a Culture of Peace had already been covered in its national legislation well before 2001 and that the Decade had triggered few major new initiatives. A consolidated analysis of the main areas of action as reported by the respondents is provided in sections 1 to 8 below.

### 1. Action to foster a culture of peace through education

57. National education legislation, policies and plans were adopted to integrate the essential knowledge, skills and values inherent in building a culture of peace into primary and secondary school curricula. This included education for peace and non-violence, environmental education, citizenship education, values education, anti-drug education, human rights education, education for cultural understanding, sex education and HIV/AIDS education. Teaching materials, educational manuals and other special resources were developed on those topics and made widely available on the Internet. Capacity-building and training were provided for educators, members of the media and youth on conflict mediation, peace and non-violence, human rights, democracy, and drug addiction prevention. Numerous projects were carried out by UNESCO national commissions, UNESCO Associated Schools Project Network schools and UNESCO clubs on issues related to a culture of peace, such as citizenship education, respect for human rights and peace education.

58. Initiatives to promote a culture of peace by institutions of higher education in various parts of the world were expanded through the United Nations University, the University for Peace and the UNESCO University Twinning and Networking and Chairs programmes. Specialized institutes were also established, which provided expert training in non-violent conflict management and resolution and peacebuilding. Fellowships were also granted for university students to attend specialized university courses on peacebuilding.

### 2. Action to promote sustainable economic and social development

59. To alleviate poverty and its impact, poverty reduction strategies were adopted to link and harmonize anti-poverty reduction initiatives, provide opportunities for people to have sustainable livelihoods through the expansion of employment opportunities, improve access to social investment and monitor progress in reducing poverty. Policies, programmes and frameworks were also developed to reduce social and economic disparities, address external debt and debt-servicing problems, and promote sustainable development initiatives.

### 3. Action to promote respect for human rights

60. National legislation, policies and programmes were developed to comply with the provisions of the Convention on the Rights of the Child and to combat sexual violence and the exploitation of children and youth. Networks of non-governmental and civil society organizations were established to strengthen efforts to promote human rights, and children's rights in particular. Mechanisms were also developed

to monitor and promote the rights of children and youth. Ombudsmen were elected in countries to enhance the protection of the basic rights and freedoms of people.

### 4. Action to ensure equality between men and women

61. Action to promote gender equality in education focused on:

- Mainstreaming gender equality in the curriculum at all levels of education
- Revising policies to improve the retention of girls in the school system
- Mainstreaming the issue of child labour in education, raising public awareness concerning child labour and strengthening existing outreach programmes
- Developing policies to reach disadvantaged or marginalized children
- Providing free primary education
- Providing transportation for disabled children
- Providing social support programmes for vulnerable children, children from poor socio-economic backgrounds and children with disabilities
- Increasing the participation of female students in technical and vocational education and training
- Developing programmes to track and re-admit into the education system learners who had dropped out of school

62. Gender equality was mainstreamed into national development policies, plans and programmes. Strategies were also developed to implement the Beijing Platform for Action, and laws were amended to be in alignment with the provisions of the Convention on the Elimination of All Forms of Discrimination against Women.

63. Action plans were developed to end gender-based violence. Various groups, such as religious organizations, the police and other civil society organizations, were sensitized on gender equality and gender-based violence, and social support was provided to assist victims of domestic violence.

### 5. Action to foster democratic participation

64. National legislation governing the election process was amended so as to be consistent with international standards for free and fair elections, and to activate civil society organizations to participate in political and public life. Activities were also implemented to educate students and the local populace about their roles, rights and responsibilities as citizens.

### 6. Action to advance understanding, tolerance and solidarity

65. The promotion of the arts — music, theatre, dance, visual arts — and sport was noted as an important means of favouring the social and cultural integration of disadvantaged children, preventing violence and racism, and encouraging tolerance and the rapprochement of cultures. A deeper understanding and appreciation of arts and culture, which help to inculcate the values necessary for building a culture of peace, was promoted through national cultural programmes, cultural festivals, and the publication and dissemination of cultural resources.

### 7. Action to support participatory communication and the free flow of information and knowledge

66. Information and communication technology was utilized as a tool to promote a culture of peace and the attainment of the Millennium Development Goals among youth, through activities such as e-peace contests, e-peace education and the creation of international youth networks. Access to information was also provided to people living in remote areas, through community radio projects, such as the UNESCO project on community radio, established in the city of Talas in the Kyrgyz Republic.

67. Activities geared towards raising public awareness on issues related to a culture of peace included itinerant exhibitions, conferences, lecture series, youth festivals, concerts, translation of the Manifesto 2000 for a Culture of Peace and Non-Violence into local languages, art projects, radio and television programmes and photography and sports competitions.

### 8. Action to promote international peace and security

68. Community-based interfaith and intercultural peace education and advocacy campaigns were launched to break down ethnic barriers, develop mutual understanding and promote a vision of long-lasting peace. The implementation of Security Council resolution 1325 (2000) on women, peace and security was promoted through programmes and dedicated campaigns designed to promote the effective participation of local women at all levels of peace negotiations in conflict resolution and prevention, stem violence in all of its forms and combat human trafficking.

## C. International non-governmental organizations

69. Ten international non-governmental organizations in operational relations with UNESCO provided contributions. A consolidated analysis of the main areas of action is provided in paragraphs 70 to 72 below.

70. Coordination among various civil society organizations was strengthened through networks developed to promote the sharing of information and best practices on issues related to the culture of peace, particularly education on peace and non-violence. An international campaign was launched to promote the adoption by States of an international declaration on the right of children to an education without violence and to education for peace and non-violence. Public awareness-raising efforts concerning the Decade were promoted through the organization of international conferences, public debates and seminars. Training programmes were developed for teachers on how to educate for a culture of peace and non-violence, and children and young people participated in programmes on peace and non-violence. Educational resources were also developed on education for peace and non-violence. At the university level, specialized departments and research programmes were developed on culture of peace issues.

71. To promote sustainable economic development, programmes were implemented which covered school fees and provided school uniforms and school materials for orphaned, abandoned and vulnerable children so as to ensure their access to education. Projects provided families from poor socio-economic

backgrounds with access to medical services, appropriate living conditions and access to microcredit and support for small businesses. Assistance was provided to reunite street children with their families and to reintegrate them into society. Workshops, training and conferences were held on young people's social development needs and on their role in promoting sustainable development. Training programmes were also developed in camps for displaced people, to promote self-reliance.

72. To promote respect for human rights, training workshops were held on various human rights issues for police officers, students and civil society organizations. Networks of local non-governmental organizations were established to assist with the promotion of the rights of the child and on concrete ways to mainstream those rights into community interventions. Students and teachers were also sensitized on the importance of promoting gender equality and on measures to achieve it.

## IV. Conclusions and recommendations

73. The International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 was successful in bringing the concept of a "culture of peace" to all levels and segments of society and in stimulating concrete action, as demonstrated by the numerous activities that contributed to the implementation of the Programme of Action on a Culture of Peace over the course of the Decade. The UNESCO public awareness campaign may have contributed to that broad awareness, as more than 75 million people worldwide signed the Manifesto 2000 for a Culture of Peace and Non-Violence. By signing the Manifesto 2000, drafted by a group of Nobel Peace Prize laureates in March 1999 to translate the resolutions of the General Assembly concerning a culture of peace[3] into everyday language, signatories made a pledge to promote the principles of a culture of peace and non-violence in their everyday lives. A culture of peace website was also created by UNESCO to serve as a rallying point for Decade activities and as a resource centre. Furthermore, UNESCO coordinated and implemented activities to promote the objectives of the Decade at the national, regional and global levels.

74. Apart from the relatively low level of response by Member States about their action in pursuit of a culture of peace, one of the main challenges encountered was measuring the progress of the various stakeholders in implementing action in the eight areas outlined in the Programme of Action on a Culture of Peace over the course of the Decade. To address that issue, future multilateral action should focus on developing specific goals, targets, and measurable expected results, and on determining key implementing partners and beneficiaries. More attention should also be paid to harmonizing the various international years and decades so as to reduce overlap and streamline efforts. United Nations country teams should also be more proactive and involved in the pursuit of the objectives of such a significant Decade, as they are well placed to translate internationally agreed commitments into country-level action.

75. As a result of the evolution and scope of the processes of globalization, the challenges and opportunities for peacebuilding have also changed greatly since the Programme of Action was endorsed by the General Assembly in 1998. A better

[3] Resolutions 52/13, 52/15, 53/25 and 53/243.

understanding of those processes and their implications for peacebuilding is therefore needed in order to develop a more effective multilateral approach to peacebuilding in the future.

76. The next meeting of the UNESCO High Panel on Peace and Dialogue among Cultures, which will be convened by the Director-General of UNESCO at United Nations Headquarters in New York towards the end of November or in early December 2010, will provide the opportunity to reflect on that issue, as well as, at the end of the Decade and of the International Year for the Rapprochement of Cultures (2010), to take stock of the progress achieved and to identify new avenues and modalities for future action.

## Annex

# High Panel on Peace and Dialogue among Cultures

**Summary of the debate held at the launch of the International Year for the Rapprochement of Cultures (2010), UNESCO Headquarters, 18 February 2010**

### Setting the stage: the role of dialogue in a world of diversity

1. Globalization and new technologies are bringing people together in ways that were unimaginable even 20 years ago. Yet, many people feel threatened, even confused, in this new environment. Guidance on how to proceed seems missing. How can this situation be turned around? What new strategies and tangible initiatives can be developed to foster the conditions for peace? How can it be ensured that often-ignored voices — those of women, youth and marginalized groups — are heard? How can intellectuals influence public debates and bring new ideas to bear on them? How can religious leaders contribute to these public debates and to peace and stability in their societies and worldwide? How can UNESCO harness new ideas to fulfil its mandate in relevant ways? The debate about peace, culture, tolerance, mutual respect, reconciliation and equity in our societies must be reopened and the power of ideas set free so as to arrive at a peace paradigm in a globalized world.

2. Those were some of the ideas and questions raised by the Director-General of UNESCO with the members of the newly established High Panel, which met at UNESCO Headquarters on 18 February 2010. The following summary seeks to capture the main highlights of the debate. It seeks to reflect the diversity of voices heard and views expressed and does not represent an agreed consensus text.

### The rapprochement of cultures: from tolerance and dialogue to peace

3. The overarching objective of the International Year for the Rapprochement of Cultures is to identify new ways of promoting peace in the minds of men and women in a globalized world that differs greatly from that which existed at the time of the creation of the United Nations and UNESCO. A case in point is the change in the very meaning of culture over the past 60 years. It also seems that we have not yet fully come to terms with the phenomenon of globalization. There is increased interconnection and communication, and at the same time there is inertia and counter-forces which resist that process. For example, how is it that we witness large freedom of movement of capital and goods but not of people? Unfortunately, our economic development is much faster than our moral and cultural development. There are inbuilt paradoxes in globalization. Our growing interdependence and interconnectedness — the global water crisis is but one example — has not yet fully translated into genuine dialogue and shared values. On the contrary, it seems, the more economically and technologically related people are and become, the more identities seem to assert or even oppose each other. Globalization will therefore have to bring about more than a mere coexistence between cultures and religions; it will have to spawn new peace mechanisms and pathways. The mandate of UNESCO is to reduce distances, distrust and disrespect between cultures through the pursuit and development of a real practice, indeed a culture, of dialogue. A new architecture for dialogue should be based on openness, frankness and freedom, devoid of political correctness and ready to tackle sensitive issues and pursue rigorous

standards of analysis and observation. Only then can the rapprochement of cultures foster peace. The High Panel has a special responsibility in this regard.

**Rapprochement of cultures through intercultural education**

4. It is clear that dialogue or tolerance cannot happen if our knowledge of other cultures is limited. As stated in the Constitution of UNESCO, ignorance is one of the main causes of wars and conflicts. Indeed, ignorance is the root of all exclusiveness, intolerance and hatred. Education on aspects of other cultures and cultural realities is therefore fundamental in influencing mindsets, attitudes and perceptions, preparing for dialogue and establishing peace-prone environments. UNESCO needs to serve as a platform for this kind of sensitivity and understanding and demonstrate that, through education, awareness of the positive value of cultural diversity can be fostered. The reciprocal discovery of cultures is at the core of the mission of UNESCO. To that end, the focus must be both on curriculum design and on teacher training, which are critical components in the quest for a rapprochement of cultures. Every human being should know about his or her own culture and the diversity of cultures at large. In addition, we should learn of other cultures as they view themselves. This calls for efforts to reflect on the production of common history textbooks, with a focus on defining cultural co-heritage and drawing lines for the future. History textbooks can divide or unite peoples. Intercultural education is essential to disseminate shared values. It must be an ongoing exercise where the parties concerned learn about the meaning of coexistence in practical life. The well-entrenched approach of UNESCO to the revision of school textbooks should be pursued and even intensified with a view to removing prejudice and misinterpretations of history. The focus should be on "common history", including the history of institutions and economic achievements, as well as urban and art history across regions.

5. Since education does not happen only in the classroom, but in society at large, intercultural education should be promoted as a building block of lifelong learning. All this could be promoted through the creation of joint commissions tasked to help overcome intolerance, stereotypes and prejudice. Moreover, rapprochement and the preservation of cultural diversity can be supported by encouraging linguistic diversity — while respecting the mother tongue — at all levels of education. As mutual understanding, dialogue and rapprochement of cultures cannot be imposed from the outside, it is an education for peace and an education that instils peace which can yield strategic possibilities not only for tolerant co-existence, but for peaceful living together. For their part, business leaders have an increasing role to play in strengthening world peace and in initiating tangible solidarity action among peoples and communities.

**The human rights dimension of the rapprochement of cultures**

6. The defence of cultural diversity is an ethical imperative and inseparable from respect for human dignity. Human rights and respect for individual dignity represent a set of universal shared values that should be acknowledged as the basis for the rapprochement of cultures. With injustice described as a ferment of conflict, human rights-inspired good governance is key to addressing cultural or religious intolerance and social and economic inequalities, especially in the context of a global crisis. This has important implications with respect to the cultural rights of minorities and oppressed cultures, which cannot fully be materialized if cultural

diversity does not translate into cultural pluralism at all levels and in all segments of societies. It is also reflected in the tension around immigration debates, especially in Europe, which are marked by diversity (which is not a given) but not necessarily by pluralism (which, as a recognition of diversity, is an achievement).

7. Excessive focus on national identities, regional cultures or transnational religions and constellations such as "Islam and the West" lead to the silencing of less visible cultures and minority voices which might otherwise nuance ongoing dialogues. What is more, in an interconnected world, tensions around debates in one place may today have instant conflict effects in another. Such conflicts also often arise because of the absence of dialogue within a given community or society. Monolithic tendencies should be curbed; implicit in the notion of rapprochement is the need for cultures and religions to evolve towards permanent dialogue with each other. Because democracy sometimes has to be a frank dialogue between different philosophical, religious and intellectual perspectives, the public space should remain neutral, open and pluralist.

8. Freedom of expression is seen as a key ingredient of the culture of peace and a precondition for reconciliation. Over the course of history, it has always seemed hard in the aftermath of humankind's darkest chapters to believe that there would be better times. Yet, time has shown that problems and conflicts can be solved, making harmonious living together possible. Confidence in human development is therefore a crucial part of the process of rapprochement.

**Towards a culture of open intercultural and interreligious dialogue**

9. Cultures or religions are not in themselves causes of war or conflict, even if they have often been used as a pretext to stir up conflict. In many cases, conflict tends to break out when dialogue becomes impossible or stops, and conflict can often be mitigated or prevented when dialogue starts. A culture of intercultural dialogue can thus pave the way for a culture of peace.

10. Overall, the role of religion in public and societal life needs to be acknowledged to a greater extent by politicians and religious leaders alike. Religion can be the basis for peaceful co-existence, just as it can be used as an excuse for anti-humanistic conduct.

11. However, dialogue has to rest on mutual tolerance so that divergences and convergences can be openly discussed. To concretize a culture of peace and also curb the destructive force of terrorism, intercultural and interreligious dialogue should become a permanent exercise at the local, national, regional and international levels and involve every segment of society. UNESCO should strengthen its engagement, while connecting with ongoing initiatives, in creating platforms for interreligious dialogue, and convince Governments to establish such permanent frameworks for ongoing intercultural and interreligious dialogue, especially at the national level. In the pursuit of that goal, the media will be essential in fostering the rapprochement of cultures towards peace. There is a lack of peace journalism around the world. A new language for the media should be identified through the analysis of the very conceptualization of power, as pluralism and cultural diversity are the hallmarks of freedom of expression. The driving force behind this should be the search for commonalities to mobilize for reconciliation and peace.

**Two key actors and constituencies: women and youth**

12. Societies are evolving all the time. The constant evolution of conditions and of priorities for action pose particular challenges for multilateralism. Women and youth are strategic points of entry. They are pivotal groups that hold the key for making a peaceful future through intercultural dialogue a reality. Their involvement must be prioritized in future endeavours. Societies develop best when women and youth are enabled to contribute fully as members of their community. The socially constructed roles that still thwart the potential and actual contribution of women, youth and marginalized groups must be overcome.

13. The status of women should be strengthened by each culture, building on its specificities. Gender equality is a universal fundamental right and the most humanist dimension and task of the 21st century. It is a necessary condition for the achievement of intercultural dialogue, social cohesion and the pursuit of peace. It must be recognized across the world as a common value and the dignity of women should be respected everywhere. Specific measures for the advancement of women need to be initiated and maintained. To obtain dialogue and reconciliation, it is indispensable to let women play their role in all domains of decision-making, including in diplomacy and business corporations. To combat prejudice, education should imbue renewed visions of gender equality and the positive roles of women everywhere and in all walks of society. Violence against women and girls around the world is based on cultural values ("sexism"). At the same time, cultural diversity can never be heralded if it were to lead to a denial of the human rights of women. Peace cannot be built if this challenge is not addressed in every aspect of education.

14. If the rapprochement of cultures is to become a mainstream aspect of our societies, young people must be fully involved, engaged and acquainted with the diversity of cultures and the fruit of intercultural and interreligious dialogue. This is all the more necessary as the current generation has failed the successor generations in many areas. Youth should be empowered to participate much more directly in public debates, especially on issues that concern them. Children around the world who have been victimized should be prioritized. A highly relevant platform for dialogue could engage youth on the universality of human rights and the incorporation of norms and structures of societies into the respective education curricula.

15. The commitment that UNESCO embodies is synonymous with the kind of unshakable confidence in the possibility of human improvement through dialogue, interaction and education at all levels demonstrated in the debate of the High Panel.

## List of participants in the High Panel on Peace and Dialogue among Cultures

Kjell Magne Bondevik (Norway), former Prime Minister of Norway

Lydia Cacho (Mexico), journalist

Mustafa Ceric (Bosnia and Herzegovina), Grand Mufti of Bosnia and Herzegovina; Grand Imam of Zagreb (Croatia)

May Chidiac (Lebanon), journalist

Souleymane Cissé (Mali), film-maker

Esther Coopersmith (United States of America), UNESCO Goodwill Ambassador for Intercultural Dialogue

Vigdis Finnbogadóttir (Iceland), former President of Iceland

Francesco Follo (Vatican), Permanent Observer of the Holy See to UNESCO and the Latin Union

Mohamed "Mo" Ibrahim (Sudan), entrepreneur; founder and former Chief Executive Officer of Celtel International

Attiya Inayatullah (Pakistan), member of the Pakistan National Assembly

Julia Kristeva (France), Professor at the Institut Universitaire de France

Marc Ladreit de Lacharrière (France), Chief Executive Officer of Financière Marc de Lacharrière

Laurent Monsengwo Pasinya (Democratic Republic of the Congo), Archbishop of Kinshasa

Ilber Ortayli (Turkey), President of the Topkapi Palace Museum

Tavivat Puntarigvivat (Thailand), Director, Institute of Research and Development, World Buddhist University in Bangkok

Hegumen Philip Riabykh (Russian Federation), Vice-Chairman of the Department for External Church Relations of the Moscow Patriarchate

Yazid Sabeg (France), French Commissioner for Diversity and Equal Opportunities; UNESCO Goodwill Ambassador

Wole Soyinka (Nigeria), Nobel Laureate for Literature in 1986

Simone Veil (France), former Minister and President of the European Parliament